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# History THIRD EDITION Stories for Children



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# History Stories for Children

THIRD EDITION



*John W. Wayland*

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## Third Edition

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# Contents

Preface .....	vii
Foreword .....	ix

## **Unit 1 From the Bible..... 1**

The Boy Who Dreamed.....	1
The Girl Who Gathered Barley.....	5
The Shepherd Boy and the Giant.....	11
The Twenty-Third Psalm .....	14
The First Christmas Song.....	15
Christmas .....	19
The King's Christmas .....	21
Three Christmas Gifts .....	25
Were You There?.....	29
The First Easter Morning.....	31
Easter Lilies .....	35

## **Unit 2 Around the World..... 39**

Alexander the Great .....	39
Saint Valentine .....	43
Charles the Great.....	47
Alfred the Great .....	51
How a King Got Out of Prison.....	55
A Faithful Servant of God .....	59
The Red Velvet Cloak .....	63
Peter the Great .....	65
Strong King Iron.....	69
A City on a Rock.....	73
The Cross on the Mountain.....	77

**Unit 3 Coming to a New Land .....81**

Finding a New World.....	81
A Good Play.....	85
Balboa's Discovery.....	87
The Man Who Was Thirsty.....	91
A Room Full of Gold.....	95
Baby Virginia.....	99
Jamestown Day.....	101
Fishing With Fire.....	105
The <i>Mayflower</i> and the Pilgrims.....	109
Squanto, the Corn Planter.....	115
At the First Thanksgiving.....	119
Yellow King Corn.....	125
Corn Song.....	127
Friends from Here and There.....	129
Horseshoes of Gold.....	133

**Unit 4 Life in America.....137**

When New York City Had a Wall.....	137
The Tea Party at Boston.....	141
The Tea Party at Edenton.....	145
The Liberty Bell.....	149
The First Fourth of July.....	151
Betsy Ross's Needle.....	155
Crossing the Delaware.....	159
Cynthia's Cow.....	163
Nancy Hart's Dinner.....	167
Planting Thirteen Trees.....	171
Chucky Jack and His Horse.....	175
Davy Crockett and the Bears.....	179
White King Cotton.....	183

The Star-Spangled Banner .....	187
When Chicago Was a Village .....	193
A Sweet Song .....	197
Robert E. Lee and His Mother .....	201
Heavy King Gold .....	205
A White Horse .....	209
Opening the Golden Gate .....	211
The River That Runs Through a Mountain .....	215
Three Limerick Poems .....	219
A Famous Tree .....	221
Little by Little .....	224
The Boy and the Flag .....	225
How Thanksgiving Grew .....	229

## **Unit 5 Remembering America's Presidents ..... 233**

Washington's Birthday .....	233
Hatchets and Cherries .....	237
Riding a Colt .....	239
George Washington as a Schoolboy .....	243
Washington as a Surveyor .....	247
A House on a Mountain .....	251
A Cabin in Kentucky .....	255
A Boy's Boat Ride .....	257
Planting a Tree .....	261

<b>Sources and Permissions .....</b>	<b>265</b>
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# Preface

The pedagogical value of the story has always been recognized but is now being utilized more fully, perhaps, than ever before. At the same time, the need for a suitable variety of story materials and story forms is growing apace. This is especially true in the child's field of history. The need for real history stories, simple enough for little children, is keenly felt every day by teachers in the schools and by parents in the homes.

To meet this need, in some measure, the stories in this little book have been prepared. They are intended primarily for the use of the teacher and the parent in oral instruction, but they may also be read in due time by the child himself. Accordingly, the writer has aimed to adapt them to the uses contemplated, not only in subject matter but also in diction, style, and length.

The subjects have been chosen mainly from the history of our own country, but a few Old World stories have been included. The characters are few and distinct: they are women as well as men, girls as well as boys. Industrial and social conditions are portrayed along with those hitherto more conventional.

Easy references to geography and literature are incorporated; and, as far as possible, simple yet attractive titles have been applied.

A studious effort has been made to simplify and unify these stories by leaving out those details and circumstances that would only distract the child, and to make them vital and vivid by enlarging such details as serve the main purpose. The morals are not pointed, as a rule, but they are obvious enough in most cases, it is believed, to be seen.

One of the secrets of interest in teaching children is to be found in seizing the time and the occasion. Therefore, a large number of these little stories have been especially adapted for use in connection with the various holidays and anniversaries that fall within the school year, and may be used in an order following the annual calendar rather than in the order in which they appear in the book.

*John W. Wayland, Ph.D.  
Taken from the original 1919 Edition*

## BIOGRAPHICAL INFORMATION

Dr. John W. Wayland was born in Shenandoah County, Virginia, and lived from 1872 to 1962. He was a long-time educator and author. He received a B.S. degree from Bridgewater College in Virginia and a Ph.D. in history from the University of Virginia in 1907. He taught in the local public schools and later at institutions of higher learning, including the University of Virginia and Madison College in Virginia (now known as James Madison University). He retired in 1931 to devote more time to writing and research.

Dr. Wayland wrote over forty books and hundreds of articles during his life. His writings include *How to Teach American History* (1914), *History Stories for Primary Grades* (1919), and numerous works about the history of Virginia, with an emphasis on the Shenandoah Valley of Virginia.



# Foreword

Christian Liberty Press is proud to offer a third edition of *History Stories for Children*, which is largely based on Dr. John W. Wayland's classic *History Stories for Primary Grades*. We share Dr. Wayland's interest in providing students with sound history lessons through stories that are both interesting and morally uplifting. We have included most of Dr. Wayland's original stories, along with some other selections.

In republishing Dr. Wayland's stories, we have sought to maintain the flavor of his original work. We have, however, made modest revisions to the text to remove obvious anachronisms that would be unknown to today's young readers and to update the stories when necessary. In order to help parents and teachers evaluate their students' reading comprehension, we have also added a number of questions to each of the stories in the book. We have also included vocabulary word definitions at the conclusion of selected stories to aid students with unfamiliar terms.

Also, we offer a separate teacher's manual that includes answers to all of the comprehension questions in the book and notes to the teacher for most of the selections. We have built upon Dr. Wayland's original supplementary notes that were initially included in the book. As Dr. Wayland put it in the preface to his original work: "These are intended to supply additional information at convenient places and to embody certain specific suggestions, in an effort to provide practical guidance." We have expanded and updated the notes, putting them in the teacher's manual, so as not to distract students as they read the stories.

*History Stories for Children* can have a variety of uses. It mostly will be used as an enjoyable reader for children. Yet, the stories will provide the instructor with a wide variety of occasions to branch off into other areas of study. The teacher's notes will provide some direction in building on such opportunities, but be alert for additional possibilities. In addition, we offer extension activities in our *Student Exercises* booklet for you to expand on some of these ideas. We also encourage you to use the stories in this book in connection with various holidays and important dates throughout the year.

It is our prayer that Almighty God would bless all those who read this storybook.

*The Staff of Christian Liberty Press  
Arlington Heights, Illinois*



# Unit 1

## From the Bible

# The Boy Who Dreamed

Once there was a boy named Joseph who was always dreaming. He dreamed that he saw a sheaf of wheat standing up straight, and that he then saw eleven other sheaves standing around it and bowing down to it. He dreamed that he saw the sun and the moon and the stars all bowing down to him.

He told one of his dreams to his father. His father Jacob thought it was all very foolish and told him not to be dreaming so much. When he told his dreams to his brothers, they became angry. You see, there were eleven of them, and when



Joseph told about the eleven sheaves, his brothers thought he was dreaming about them. They were the kind of brothers who often become jealous of other family members. Their jealousy became even worse after their father gave Joseph a special coat of many colors.

One day Joseph's brothers did a very wicked thing. They sold him to some strangers and told their father Jacob that Joseph had been killed by a wild animal. The strangers were merchants, and they carried Joseph into a country called Egypt. In that country, Joseph was kept many, many years. All this time Joseph's father thought he was dead.



At first, Joseph had a hard time in Egypt. He was a slave and was sometimes mistreated. Once he was put into prison and kept there for more than two years. During his time in prison, Joseph explained the dreams of other **inmates**. Joseph continued to receive the ability from God to understand dreams even while in prison.

Later Joseph became a great man after he explained two troubling dreams to the **Pharaoh** of Egypt. Pharaoh saw in his first dream seven fat cows and then seven skinny cows that ate the fat cows. In the second dream, he saw seven fat ears of grain followed by seven thin ears of grain that swallowed the fat ears. The Pharaoh and his advisors had no idea what these dreams meant. When Pharaoh was told about Joseph's ability to explain dreams, he ordered Joseph to be brought to him from the prison. Pharaoh wanted Joseph to tell him the meaning of his dreams.

God revealed to Joseph the meaning of Pharaoh's dreams. Egypt would have seven good years of crops and then seven bad years. Joseph also told Pharaoh that he should prepare for the bad years by saving food from the good years. Pharaoh thought that Joseph had a good idea and put him in charge of preparing for the bad years. He also gave Joseph a wife and a fine place to live in his palace.

After Joseph had become a great man in Egypt, his brothers at home began to have a hard time. Their crops did not grow, and their cattle did not thrive. They had very little to eat. One year, there was a **famine**; the next year, there was another famine; and so on for seven years.

Now in Egypt there was plenty to eat, in spite of the hard times. Joseph had managed things so well that the people in Egypt had enough to eat and some to spare. In fact, the

Egyptians sold a great deal of food to the people of other countries.

And now, what do you think? Joseph's brothers went to Egypt to buy food! They had to buy it from Joseph, for he had charge of the king's storehouse.

Joseph had changed so much that his brothers did not know him; but he knew them. He could have put them in jail, but he did not do it. He sold them food; and, after a long time, he told them who he was. They were very surprised and were terribly frightened, but Joseph did not hurt them. He believed in doing good in turn for doing something bad. Joseph understood that while his brothers meant to do evil, God meant it all for good, to save the lives of many during the famine.

After this, Joseph's father and all his brothers went to live in Egypt. Joseph and Pharaoh picked out for them good farmland and rich pastures near a very large river called the Nile. If it had not been for Joseph, there is no telling what would have become of his father, brothers, and the rest of their families. The boy who was a great dreamer turned out to be a kind and godly man who was a great leader.

Now, in closing this story, let me tell you a secret about Joseph's dreams and his ability to explain dreams. Joseph kept his eyes open and could see what ought to be done. He sought God's will on things; then he went to work to do things. This is the reason his dreams and explanations always counted for so much. As the Holy Bible says in Isaiah 26:3, "You will keep him in perfect peace, whose mind is stayed on You, because he trusts in You."

## Vocabulary Words

**sheaf:** a bundle in which cereal plants, as wheat, rye, etc., are tied together (plural: **sheaves**)

**inmates:** people who are in prison

**Pharaoh:** the king of ancient Egypt

**famine:** a time when people do not have enough food to eat; food becomes hard to find

## Comprehension Questions

1. What were Joseph's two dreams?
2. What did Joseph's brothers do to him?
3. What did Pharaoh's dreams mean?
4. Why did Joseph help his family?

## Extension Activity

**Research:** Do you know where to find Egypt on a map of the world? Many stories of the Bible take place in or near Egypt and around the Nile River. Use an encyclopedia, Internet, or other source to find Africa and the country of Egypt (in the northeastern corner of the continent).

Then look for the Nile River. Where does it begin? (Hint: The headwaters of the Nile is Africa's largest lake.) Into what body of water does the end of the Nile River flow?



# The Girl Who Gathered Barley

A long, long time ago, a young woman left her own country and went to live in a strange land. She did this because she did not want to leave an older woman, who was her mother-in-law. The older woman's name was Naomi; the young woman's name was Ruth.

Ruth's old home was in the ancient land of Moab. Naomi's old home was on the other side of the Jordan River, in Judah, near the town of Bethlehem. Naomi had lived in Ruth's country about ten years; then Naomi returned to Bethlehem after her husband and two sons had died in Moab, and Ruth went with her. In returning to Bethlehem, Naomi was going back home; but for Ruth, the country around Bethlehem was new and strange.

If Ruth had not been a true-hearted girl, and if she had not loved Naomi, she would have stayed in the land of Moab. Ruth had married one of Naomi's sons in Moab, and even though Ruth's husband had died, Ruth still cared for Naomi so much that she insisted in going with Naomi instead of staying in her homeland of Moab.

When Ruth and Naomi came to Bethlehem, it was the beginning of the barley harvest, which came in March or April. Barley was a grain used for food; it was grown there more than wheat.

Ruth and Naomi had no harvest of their own; they were poor. However, as they watched the men and women going to the barley fields with their sharp sickles, Naomi remem-

bered her husband's rich relative Boaz. Boaz had large barley fields, and he had many **reapers** at work in his fields.

One morning, Ruth said to Naomi, "Let me go to the barley fields. Perhaps some kind-hearted farmer will allow me to pick up the heads of barley that the reapers drop."

Naomi consented, and Ruth went to the fields.

Now it happened that Ruth walked into a field that belonged to the rich man Boaz. It was early in the day, and Boaz was still in the town; however, his overseer told Ruth that she might follow the reapers and pick what barley she could find.

After a while, Boaz came out into the field and saw Ruth. He said to the overseer, "Whose young woman is this?"

The overseer answered, "It is the young Moabite woman who came with Naomi from the country of Moab. She asked, 'Please let me **glean** and gather after the reapers among the sheaves.' So she came and has continued from morning until now, though she rested a little in the house."

Perhaps Ruth heard what Boaz and the overseer said about her, and I imagine that she was somewhat frightened. She did not know what Boaz would say next. Perhaps she thought that he might order her to get out of his field.

Boaz came close to Ruth and spoke kindly to her. He told her, "Do not go to glean in another field, nor go from here, but stay close by my young women." You may be sure that Ruth was glad that Boaz was so kind.

At midday, Boaz gave Ruth part of his meal. After lunch, when the reapers were taking their sickles to cut

barley again, he quietly said to them, so Ruth could not hear, "Let grain from the bundles fall purposely for her."

So Ruth gleaned in the field of Boaz until evening. Then she beat out the heads she had gathered and found that she had nearly a bushel of barley.

When Naomi saw how much barley Ruth had gathered, and learned how kind Boaz had been to her, she was very pleased.

The next day, Ruth gleaned in the fields of Boaz again. She continued her gleaning there until the barley harvest ended; and a month or two later, when the wheat harvest came, she returned again to glean in the fields of the rich man Boaz.

Most likely, Boaz must have been pleased with Ruth to show her so much kindness. He was indeed pleased with her; and you need not be surprised when I tell you that Boaz, after a while, married Ruth.

Thus the girl who gathered barley became the wife of the rich man who owned the field. Her good habits and her faithfulness to Naomi proved to Boaz that she was a woman worth having.

If Ruth had not been so true to Naomi, she might have lived and died in the land of Moab, and history would not even know her name. As it is, the world loves her. She became great and famous. Many of the persons named in the Bible were related to her. King David was her great-grandson, and the Lord Jesus Christ was her greatest descendant.

When Ruth started to leave Moab and go to Bethlehem, Naomi was afraid Ruth would get homesick, and advised

her to remain in Moab; but Ruth held on to Naomi and went with her. Also, what she said to Naomi is worth remembering. These are her beautiful words from Ruth 1:16–17:

Entreat me not to leave you,  
Or to turn back from following after you;  
For wherever you go, I will go;  
And wherever you lodge, I will lodge;  
Your people *shall be* my people,  
And your God, my God.

Where you die, I will die,  
And there will I be buried.  
The LORD do so to me, and more also,  
If *anything but* death parts you and me.

## Vocabulary Words

**Moab:** a country mentioned in the Bible east of the Dead Sea, near modern-day Israel; now part of the nation of Jordan

**sickle:** tool for cutting grain with a curved, hook-like blade

**reapers:** those who gather a crop or harvest

**glean:** to gather the useful remnants of a crop from the field after harvesting

**descendant:** a person related to one who lived in the past

**entreat:** to ask or beg



## Comprehension Questions

1. Where did Ruth originally live?
2. Why did Ruth go to Bethlehem with Naomi?
3. What work did Ruth do after arriving in Bethlehem?
4. Why did Boaz think that Ruth was worth having as his wife?

## Extension Activity

*Color and Learn:* Using the *Student Exercises* book, color the picture of Ruth gleaning in the barley field of Boaz. The barley field is a setting in the story; the *setting* of the story is where a story takes place. There can be more than one setting in a story. Complete this activity in the *Student Exercises* booklet and learn some facts about barley.



# The Shepherd Boy and the Giant

One day, long ago, two armies were ready to fight. In the Israelite army was King Saul, who was very tall and strong. He was a head taller than any man in his army.

However, in the Philistine army was a giant, who was much taller and stronger than King Saul. If the giant had stood up straight and held out his arm, King Saul could have stood right under it.

What do you think the giant did?

When the armies were just ready to fight, the giant walked out in front and shouted to the Israelite army,

“Choose a man for yourselves, and let him come down to me. If he is able to fight with me and kill me, then we will be your servants. But if I beat him and kill him, then you shall be our servants and serve us.” The giant did this for forty days.



That sounded fair, didn't it? Yet the trouble was nobody in King Saul's army was able to fight the giant. Even King Saul himself, tall and strong as he was, was no match for the giant. The giant knew this. So did King Saul. Everybody knew this! Every big man in Saul's army, however, was afraid of the giant.

Just then somebody came up who was not afraid of the giant. It was a shepherd boy. His home was in Bethlehem, a

little town up in the mountains, fifteen miles away. He had run down to see his big brothers, who were in Saul's army.

The shepherd boy asked who the giant was and what the king would do for the one who kills him.

This made one of his big brothers very angry, and he said, "What are you doing here, anyhow? You had better be at home, looking after those sheep."

Yet the shepherd boy kept on talking until King Saul heard what he said; and the king finally said, "We will give you a chance at the giant. We will see whether you can do what you say."

Then the shepherd boy went out to fight the giant. The giant had a long spear and a big sword. He also had a man to carry a large shield in front of him.

What do you think the shepherd boy had? King Saul offered him a sword and a lot of other things, but he would not take them. He just took his sling in one hand and his sheep stick in the other.

Do you all know what a sling is? How many of you have seen a sling? It is a piece of leather with strings attached to it, used for throwing stones.

Now this shepherd boy was a fine slinger. He had used his sling so much that he could hit the mark nearly every time. When he threw a stone with his sling, it just whizzed—it flew almost like a bullet.

This time, he picked up five good stones and put them into his shepherd's bag. He was so eager to meet the giant that he ran. When he got close enough, he stopped, put a stone into his sling, whirled it around his head, and let it fly. The stone flew just above the giant's shield and struck him

right in the middle of his forehead. He fell to the ground, and in a few moments the shepherd boy ran up, seized the giant's own sword, and cut off his head.

How many of you know what this shepherd boy's name was? Yes, it is David; and the giant's name is Goliath.

David knew that he could defeat Goliath through the power of the Lord. He told King Saul, "The LORD, who delivered me from the paw of the lion and from the paw of the bear, He will deliver me from the hand of this Philistine" (1 Samuel 17:37). Young David had the wisdom to understand that life's battles are not won by human strength, but by the power of Almighty God.

### Comprehension Questions

1. What was the name of the giant?
2. Why did no one in King Saul's army want to fight the giant?
3. What did David use to fight the giant?
4. Why did David say he was able to kill the giant?

### Extension Activity

*Color and Remember:* Color the picture of David slaying Goliath on page 2 in the *Student Exercises* booklet to complete this activity.



## The Twenty-third Psalm

### A PSALM OF DAVID.

1. The LORD *is* my shepherd;  
I shall not want.
2. He makes me to lie down in green pastures;  
He leads me beside the still waters.
3. He restores my soul;  
He leads me in the paths of righteousness  
For His name's sake.
4. Yea, though I walk through the valley of the shadow of death,  
I will fear no evil;  
For You *are* with me;  
Your rod and Your staff, they comfort me.
5. You prepare a table before me in the presence of my enemies;  
You anoint my head with oil;  
My cup runs over.
6. Surely goodness and mercy shall follow me  
All the days of my life;  
And I will dwell in the house of the LORD  
Forever.

## Extension Activity

*Memorize the Twenty-third Psalm:* If you have not already memorized the Twenty-third Psalm, do so today. As you memorize this psalm, keep in mind that King David wrote it. He became king at age thirty; but as a young boy, David was a shepherd who took care of his father's sheep. Why do you think David said, "The Lord is my shepherd"?

# The First Christmas Song



Some angels sang the first Christmas song, and some shepherds heard it.

It was one night, long, long ago; and it was in a country far, far away. In that country, the people kept a great many sheep. The men and boys who took care of the sheep were called shepherds.

The shepherds would take the sheep out where the grass was green and keep them there all day. They would keep a sharp watch so that wild animals would not come out of the woods and hurt the sheep. Often the shepherds would lead the sheep down by the brooks, where the cool, clear water went tumbling over the stones, and where they could find nice, shady places under the trees.

Sometimes the shepherds would camp out with the sheep. They would stay out in the fields and watch the sheep all night. Cattle and sheep often like the nighttime for grazing better than the daytime.

However, I started to tell you about the first Christmas song. Well, in that land so far away, some shepherds were out in the fields one night, keeping watch over their flock.

All at once they thought it was morning, but it was not. It grew light—just as light as day—but it was not morning. The light came all at once; and when the shepherds saw the great light, and found that it was not morning, they did not know what to think of it. They did not know what to do. They were frightened, terribly frightened.

And then they saw somebody. Somebody stood right before them in the great light. It was an angel, and he began to speak to them. He said:

Do not be afraid, for behold, I bring you good tidings of great joy which will be to all people. For there is born to you this day in the city of David a Savior, who is Christ the Lord. And this will be the sign to you: You will find a Babe wrapped in **swaddling cloths**, lying in a **manger**.

Then the shepherds saw more angels. A great crowd of angels stood right before them in the bright light, and the angels began to sing. These are the words they sang:

Glory to God in the highest,  
And on earth peace, goodwill toward men!

This was the first Christmas song! The angels sang it, and I imagine that the shepherds learned to sing it, too. Why did the angels sing this first Christmas song? It was in honor of the greatest Christmas gift that God has ever given—His one and only Son, the Savior. God gave Jesus to the world to bless the world, and to make it possible for His children to be free from the deadly curse of sin. Jesus came to the earth to give His life for guilty sinners and to purchase for them the gift of eternal life.

This is a very beautiful song! Do you think that it will make the world happy?

## Vocabulary Words

**swaddling cloths:** long strips of soft material used to wrap babies

**manger:** an open box or trough for cattle and horses to eat from

## Comprehension Questions

1. What was the first Christmas song?
2. Who heard the first Christmas song?
3. Whom did the angel say had been born?
4. Why did God give Jesus to the world?

## Extension Activity

*Research:* Do you like dogs? Did you know that dogs often help shepherds to guard the sheep in the field? Perhaps there were even dogs in the field with the shepherds hearing the angels sing that first Christmas night. Use the encyclopedia, Internet, or other source, to find out more about dogs bred to help shepherds take care of their sheep. Choose from one of the following:

- Border Collie
- Croatian Sheepdog
- German Shepherd
- Hungarian Puli
- Icelandic Sheepdog
- Old English Sheepdog (or Bobtail)
- Polish Lowland Sheepdog
- Shetland Sheepdog
- Welsh Sheepdog



## Christmas

*by Nahum Tate*

While shepherds watched their flocks by night,  
All seated on the ground,  
The angel of the Lord came down,  
And glory shone around.

“Fear not,” said he,—for mighty **dread**  
Had seized their troubled mind—  
“Glad **tidings** of great joy I bring  
To you and all mankind.

“To you, in **David’s town**, this day  
Is born, of David’s line,  
The Saviour, who is Christ the Lord;  
And this shall be the sign:

“The heavenly babe you there shall find  
To human view displayed,  
All **meanly** wrapped in **swathing** bands,  
And in a manger laid.”

Thus spake the **seraph**; and **forthwith**  
Appeared a shining **throng**  
Of angels, praising God, and thus  
Addressed their joyful song:

“All glory be to God on high,  
And to the earth be peace:  
Good-will **henceforth** from heaven to men  
Begin and never cease!”

## Vocabulary Words

**dread:** fear

**tidings:** news; an event that is worthy to be reported

**David's town:** the village of Bethlehem (about six miles south of Jerusalem) where King David was born

**meanly:** in a poor manner

**swathing:** wrap with cloth

**seraph:** angel

**forthwith:** right away

**throng:** large group

**Henceforth:** from now on

## Comprehension Questions

1. What came down while the shepherds watched their flocks?
2. What were the first two words the angel spoke?
3. Where was the baby laid?

## Extension Activity

**Read the Bible:** If you look in the Bible, you will find the story of Christ's birth. Read Luke 2:1–20, and you will see where the poet found the events of Christ's birth that are described in the poem on page 19.

# The King's Christmas

One Christmas long, long ago, some men came to the city of Jerusalem. They were strangers there, for they had traveled hundreds of miles. They had come from the East, perhaps from **Persia**.

They came to Jerusalem with an eager question on their lips: "Where is He who has been born King of the Jews? For we have seen His star in the East and have come to worship Him."

They knew that a new King had been born, and they had come all the way from their own distant land to find Him. Jesus was the new King they were seeking, and He was then in Bethlehem only five or six miles from Jerusalem. However, these men did not know that when they got to Jerusalem.

At that time, there was a king at Jerusalem, too! His name was Herod. I am going to tell you about King Herod and what he did when he heard about this news.

King Herod was very much upset when he heard the strangers asking for another king. He had been king for more than thirty years, and he did not want anybody to take his place. He still wanted to remain the king himself.

Now King Herod was very wicked. He decided to kill the new king, but he had to find out who the new king was and where he lived.

About that time, some of the teachers in Jerusalem said that the prophet Micah had written hundreds of years earlier that the new king would be born in Bethlehem.

Then Herod called the strangers into his throne room. He secretly said to them, "Go and search carefully for the young Child, and when you have found Him, bring back word to me, that I may come and worship Him also." Herod was anxious to find Jesus, but he really did not want to worship Him.

Then the strangers went to Bethlehem and found Jesus; He now was about two years old. They worshiped Him and presented rich gifts to Him. They were full of joy because they had found Jesus.

King Herod of Jerusalem, however, was not full of joy. He was sad and troubled. It was not a happy Christmas for him. He kept looking for the strangers to come back and tell him where Jesus was, but they did not come. Do you know why? God had warned them in a dream to stay away from Herod; so they went home a different way, so they would not need to go near Jerusalem again.

Herod waited and waited. He wondered why the strangers did not come. At last, he realized that the strangers were not coming back to Jerusalem. They must have gone home a different way.

Then he became very angry and told his soldiers to go to Bethlehem and kill all the little boys who were two years old and younger. Herod wanted to make sure that the new king was killed, and he also did not care who else was hurt.

Wasn't that a cruel order for a king to give? Yet the soldiers obeyed him. They went to Bethlehem and killed all the little boys they could find. Then they went away; but even after they left the town, they could still hear the mothers crying for their babies. Yet King Herod was still not joyful. It was not a happy Christmas for him!

Do you think that anybody could have a joyful Christmas by making other people sad?

But I have not yet told you the best part of this story: King Herod's soldiers did not kill the child Jesus. God warned Joseph in a dream, and Joseph and Mary took Jesus away to Egypt before the soldiers reached Bethlehem.

## Vocabulary Word

**Persia:** a land in the Middle East, now known as Iran

## Comprehension Questions

1. Why did strangers from the East come to Jerusalem?
2. Why was Herod disturbed?
3. What did Herod tell the strangers?
4. What did Herod tell his soldiers to do?

## Extension Activity

**Remember:** To escape wicked King Herod, Jesus' parents took Him as a young child to live in Egypt. You may also recall that many years (about 1,700 years) before Jesus lived, Jacob's family moved to Egypt to survive the famine in the land of Israel. Can you trace on a map or globe the route that Jesus and His parents may have taken to escape the soldiers sent to kill Him? Do you think it was the same route that Jacob's family followed so many years earlier?





# Three Christmas Gifts

**Y**ou just read about King Herod and how cruel he was. It is time to learn more about the men from the East who wanted to find the boy who was born King of the Jews.

Three beautiful Christmas gifts were given to the little boy, over two thousand years ago. Jesus was just a small child who had originally been born in a **stable** in Bethlehem.

His parents had come to Bethlehem from another town, but there was no room for them in the inn, which is like a motel, so they had to find somewhere else to stay. They looked everywhere, but the only place they could find was a corner in a stable. That is the reason why this baby was born in a stable. Remember the story about the first Christmas?

As time passed, His parents decided to stay in Bethlehem, and so they all moved into a house. It was there that some men came to visit the little boy. This boy's Christmas gifts were carried to Him by some wise men. These wise men traveled a long, long way to get to Bethlehem. They had never seen the little child, and they did not know just where He was; but they were led to Him by a bright star. They also knew that the boy was a king!

As they went along the road, they could not always see the star. The wise men eventually arrived in the city of Jerusalem, where they asked, "Where is He who has been born King of the Jews? For we have seen His star in the East and have come to worship Him." They even spoke with King Herod in Jerusalem. There they were told that it

had been prophesied that the young king was to be born in Bethlehem.

Then the wise men set out for Bethlehem; and as soon as they did that, they saw the star again. It showed them just where to go.

When the wise men saw the young King, they bowed down low before Him and worshiped Him. Then they gave Him the three gifts they had brought for Him.

Do you know what those three gifts were?

One was gold. I do not know how much gold there was in the gift, or just what the shape of it was; but it was gold—beautiful, precious, shining gold.

Another gift was **frankincense**. This is something that has a very sweet odor; it is also very precious—perhaps just as precious as gold.

The third gift was **myrrh**. Myrrh also has a sweet odor, and it is a good medicine. It is good to heal sick people and make them well.

All these gifts were very precious. They were just the kind of gifts for a king. The wise men brought them to little King Jesus.

Wise men who live today still seek to worship the Lord Jesus Christ, the all powerful Savior and King.

To a King  
Wise men bring  
Treasures from afar;  
To his bed  
They are led  
By a wondrous star.

Three gifts fair,  
Rich and rare,  
They with joy unfold  
At his feet:  
Incense sweet,  
Myrrh, and shining gold!

It was **meet**,  
At his feet,  
With rich gifts to fall,  
For the King  
Love did bring,  
The first, best gift of all.

## Vocabulary Words

**stable:** a building where animals are kept

**frankincense:** a fragrant, sticky substance (resin), that comes from the *Boswellia sacra* tree or olibanum tree; used for perfume, medicine, and religious purposes

**myrrh:** a sweet smelling, sticky substance (resin), that comes from the *Commiphora myrrha* tree or myrrh tree; used for perfume, incense, and medicine

**meet:** right or appropriate

## Comprehension Questions

1. Where were the wise men told that the new king would be born?
2. What did the wise men say they wanted to do when they found the new king?
3. What gifts did the wise men give Jesus?

## Extension Activity

*Poetry and Music:* Notice that the poem on page 27 was written “To a King.” It has rhyming lines or words that end with the same sound. Poetry and songs often have rhyming lines, and many poems are made into songs.



## Were You There?

Were you there when they crucified my Lord? (were you there?)

Were you there when they crucified my Lord?

Oh! Sometimes it causes me to tremble, tremble, tremble.

Were you there when they crucified my Lord?

Were you there when they nailed Him to the tree? (to the tree?)

Were you there when they nailed Him to the tree?

Oh! Sometimes it causes me to tremble, tremble, tremble.

Were you there when they nailed Him to the tree?

Were you there when they pierced Him in the side? (in the side?)

Were you there when they pierced Him in the side?

Oh! Sometimes it causes me to tremble, tremble, tremble.

Were you there when they pierced Him in the side?

Were you there when the sun refused to shine? (were you there?)

Were you there when the sun refused to shine?

Oh! Sometimes it causes me to tremble, tremble, tremble.

Were you there when the sun refused to shine?

Were you there when they laid Him in the tomb? (in the tomb?)

Were you there when they laid Him in the tomb?

Oh! Sometimes it causes me to tremble, tremble, tremble.

Were you there when they laid Him in the tomb?

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The song "Were You There?" is called a spiritual. African-Americans would sing this song as they worked. Notice that the song has repeated lines. Repeated lines are commonly used in poetry and music.



# The First Easter Morning

Today I am going to tell you about the resurrection of Jesus Christ from the grave.

It was early in the morning near the city of Jerusalem in a faraway country. Three or four women were going along the street. It was before daylight—when it was still dark—and maybe those women were afraid, but they went on.



It was Sunday morning, and the women were going to the cemetery. You may have seen people going to the cemetery on Sunday with flowers. They put the flowers on the graves of loved ones.

Well, those women had a dear friend who had died. His name was Jesus, and He had been laid in the cemetery two or three days before. They were going to visit His grave. They were carrying spices and perhaps flowers, too.

Now, what do you think? They expected to find it dark at the grave, but it was filled with light! They expected to find the tomb closed, but it was open! They thought that the body of their friend would still be there, but it was gone!

At the tomb was an angel. He said to the women, "Do not be afraid, for I know that you seek Jesus who was crucified. He is not here; for He is risen, as He said."

All this frightened the women very much, but it also made them very happy. They were so glad that their dear friend was alive and that they would see Him again!

And it was not long until they did see Him. He came to them and talked with them. He made them all very happy.

Now, that was the first Easter morning. It was a morning of joy. Easter or Resurrection Sunday should be a day of joy to all of us. When Jesus rose from the grave, He proved that He was truly "The Way, The Truth, and The Life."

## **Vocabulary Word**

**resurrection:** This word refers to the rising of someone from the dead, making someone alive again after he has died. We usually think of the rising of Jesus Christ from the grave. Christ died on the cross and was buried in Joseph of Arimathea's tomb. On Easter Sunday, however, Jesus became alive again and left the grave.

## Comprehension Questions

1. Why were the women going to the cemetery?
2. What did the women find at the cemetery?
3. What did the angel say to the women?
4. What did Jesus' resurrection prove?

## Extension Activity

*Memorize and Remember:* Memorize Matthew 28:5–6, these are the words the angel said at the empty tomb:

But the angel answered and said to the women,  
“Do not be afraid, for I know that you seek Jesus  
who was crucified. He is not here; for He is  
risen, as He said. Come, see the place where the  
Lord lay.”

Do you remember that angels also announced Jesus' birth?





# Easter Lilies

Every year at Easter the flower shops are full of lilies. We like to have lilies in our homes. On Easter Sunday, lilies are often carried to the churches. They seem to be quite at home amid the sound of prayers and sweet music.

For many years it has been a **custom** with Christian people to have lilies at Easter time. So Easter lilies have made for themselves a place in history.

Can you think of any reason why the lily has become the flower of Easter? I shall try to tell you why.

Remember from our story about the first Easter why Easter is such a great day of joy. In the long calendar of history there are many days of sorrow, many days of death, many days of darkness; but there are also many days of joy. Easter is a day of light, of life, of joy because it is a celebration of the resurrection of Jesus Christ from the grave. Jesus Christ died on the cross on what we now call Good Friday to pay the penalty for the **sins** of all those who would believe on Him. Afterwards, on the first Easter Sunday, Jesus defeated sin and death by rising from the dead. That is why Easter is such a day of joy for Christians.

If you remember that Easter is a great day of joy, you will see, after awhile, why the lily is the Easter flower. I will try to give you a couple reasons why this is so.

The first reason grows out of the white color of the lily. Not all lilies are white, but many of them are white; and white is the color we think of as belonging to Easter lilies.

White is the color of perfect light, and Jesus is the Light of the world (John 8:12). It is the color of snow, and God cleanses whiter than snow (Psalm 51:7). White stands for **virtue** and purity; white robes and white snow give forth white light. White lilies love light and give light. They smile forth most sweetly in the beautiful white light of dawn.

The second reason why lilies are used so much at Easter is because of what Christ said about them. Whenever we think of the lilies, we have to think of His beautiful words about the lilies.

It may be that the lilies of the Holy Land were not all white, but the Master loved them, regardless of what color they were; and He pointed to them when He wanted to teach faith to the people.

He thought that people should not fret and worry so much, but ought to trust God more. He thought that we ought to learn a lesson of faith from the lilies, and keep on growing stronger and more perfect every day. So he pointed to the lilies and said in Matthew 6:28–30:

“So why do you worry about clothing? Consider the lilies of the field, how they grow: they neither toil nor spin; and yet I say to you that even Solomon in all his glory was not **arrayed** like one of these. Now if God so clothes the grass of the field, which today is, and tomorrow is thrown into the oven, *will* He not much more *clothe* you, O you of little faith?”

The Master wanted His disciples to have faith in order to be ready for the first Easter morning. It was hard for the disciples to accept that Jesus would be crucified for the sins of His people. He wanted them to believe Him—He wanted them to have faith that He must die and then rise from the

grave. That first Easter morning was a morning of joy, but it took faith to wait for it and to be ready for it.

The Master still wants His people to have faith. It is the faith of the Christian that makes him ready for Easter, and makes him glory in the resurrection of Christ from the dead. It is also this faith that tells us that those who believe in Christ and His work will also rise from the dead at the end of time.

Do you now understand why we love white lilies at Easter? The white lily is the flower of goodness, the flower of light, the flower of faith. Goodness and light and faith make Easter joyful. Easter is a great day of joy. Easter lilies are flowers of joy.

## Vocabulary Words

**custom:** a practice followed by people of a particular group or region

**sin:** disobedience to God by either doing something He forbids or not doing something He commands

**virtue:** goodness, righteousness

**arrayed:** clothed or dressed

## Comprehension Questions

1. Why is Easter a day of joy?
2. Name two things that the Easter lily represents.

## Extension Activity

*Color and Learn:* Color the pictures of the Easter lilies in the *Student Exercises* booklet, and learn some facts about lilies and what Jesus said about them.



## Unit 2

### Around the World

# Alexander the Great

**M**ore than 2,000 years ago a boy became a king. His name was Alexander, and he was such a great king that he is called Alexander the Great.

Alexander's father was a great king, too, and he did many wonderful things. One day Alexander was sad, and when somebody asked him what was the matter he replied, "I am afraid that my father will do everything and leave nothing for me to do!"

Alexander wanted to be a soldier, like his father, but he also loved books. He had a good teacher and learned his lessons well. Every night when Alexander went to bed, he would take his sword and his book and put them under his pillow.

The story about Alexander that I like best is about this king and his horse named **Bucephalus**. When Alexander was a boy, Bucephalus was a colt. Bucephalus was very wild—nobody could ride him or tame him, it seemed.

One day, when some strong men were trying to ride Bucephalus, Alexander stood by and watched them. Whenever one of the men would try to mount him, Bucephalus would rear up on his hind feet and jump around so much that the man had no chance at all. At last the men started to lead the horse away. They thought he never would be fit to ride.

Alexander exclaimed, "What a pity to lose such a good horse!" However, nobody paid any attention to him.

Then Alexander cried out again, "What a pity to lose such a good horse!"

When he had said this two or three times, his father heard him and spoke to him rather sharply, "Do you think that you know more about that horse than these men do?"

"I can manage him," the boy replied, "if you will only let me try."

Then everybody laughed. They thought that the boy did not know what he was talking about.

Yet at last they brought the horse back and let Alexander take hold of the **bridle**. The first thing Alexander did was to turn Bucephalus around.

Why do you suppose he did that?

This is the reason why he did it. Alexander had noticed that Bucephalus was frightened by his own shadow; so he turned the horse around, with his face toward the sun, so he could not see his shadow.

Then Alexander jumped on the horse's back. He did not whip him or kick him, but handled him gently until he became quiet. Then he let him go faster and faster until Bucephalus was running with all his might.

All this time, Alexander's father and his friends were watching. They were much afraid that Bucephalus would throw the boy off. Yet Alexander stuck on. He let the horse run straight ahead for half a mile or so; then he turned him around and came riding back at full speed.

When Alexander jumped off, his father kissed him and said, "My son, go find a kingdom for yourself; my kingdom is too small for you."



From that day on, Bucephalus and Alexander were good friends. Bucephalus proved to be the best kind of horse, and he carried his master safely for many a day.

## Vocabulary Words

**Bucephalus:** (byū•sū•fā•lās) means “ox-head” in Greek; named after the branding mark on the upper part of the horse’s rear leg; the horse of Alexander the Great, one of the most famous horses of ancient times

**bridle:** head gear used to control a horse; the reins are attached to this head gear

## Comprehension Questions

1. What is the name of the horse in the story?
2. Why was the horse so wild?
3. How did Alexander calm the horse?
4. What did Alexander’s father say after Alexander returned from riding the horse?

## Extension Activity

*Color and Read:* Color the picture of Alexander and his horse, Bucephalus, in the *Student Exercises* booklet to complete this activity.

*Read a Classic:* Do you like horses? Go to your local library to find the classic story about a horse called *Black Beauty*, which was written by Anna Sewell in the early 1870s. The horse tells his own life’s story from when he was a young horse, to his struggles pulling cabs in London, and until he retires to the country.



# Saint Valentine

The fourteenth of February is called St. Valentine's Day. You have often heard of this day and of St. Valentine, and now I am going to tell you who St. Valentine was and what St. Valentine's Day means.



According to some old stories, St. Valentine was a man who lived in Europe nearly 2,000 years ago. He was a Christian teacher. At that time, an **emperor** by the name of Claudius II at Rome was not a Christian. The emperor hated the Christians and had many of them put to death.

Those Christians who were put to death because of their faith in Christ are called **martyrs**. St. Valentine was one of these martyrs, for it is said that Emperor Claudius II had him put to death because he kept on teaching men to be Christians. It is thought by some that Valentine was killed on February 14, A.D. 269.

It was more than 200 years after the death of St. Valentine before people began to call any day after him; at last, the fourteenth of February was chosen, and it has been called St. Valentine's Day ever since. In France, England, and the United States, the day has been celebrated for many years.

On St. Valentine's Day, in France and in England, ladies and gentlemen used to play a game like this:

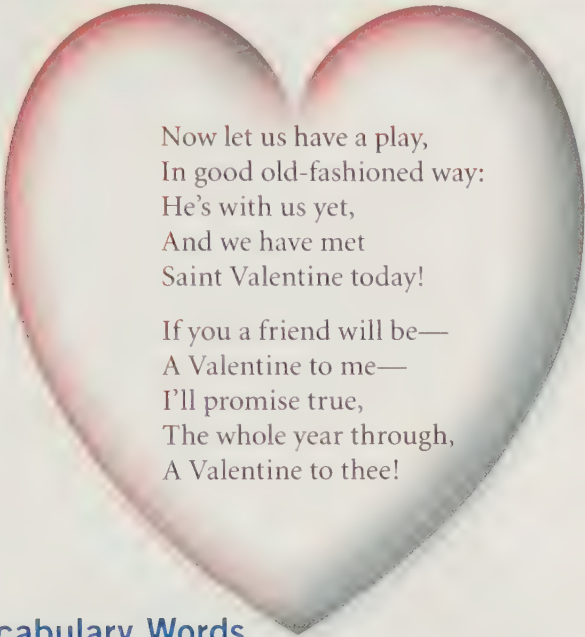
The names of all the ladies were written on pieces of paper and thrown into a box. Then the gentlemen came up, one at a time, and were blindfolded. When one was blindfolded, he put his hand into the box and drew out a piece of paper. The lady whose name was on the paper he drew could then claim him as her "Valentine" for a whole year.

Sometimes they would exchange presents; sometimes the gentleman would make the lady a present, but receive none from her.

In the United States, St. Valentine's Day is celebrated by the exchange of letters, flowers, cards, or other gifts. The cards that we call valentines are of many different shapes, sizes, colors, and styles.

Years ago gentlemen used to cut out beautiful heart-shaped valentines with their penknives and send them to their lady friends. We do not see many valentines of this sort nowadays, but perhaps a relative of yours may have some hidden away among the old family letters and books.

The true purpose for Valentine's Day is for good friends to try to make one another happy. It is a day for beautiful things—for beautiful thoughts, beautiful words, and beautiful deeds. St. Valentine was a faithful man—his very name means goodness and strength; and St. Valentine's Day ought to be a good day.



Now let us have a play,  
In good old-fashioned way:  
He's with us yet,  
And we have met  
Saint Valentine today!

If you a friend will be—  
A Valentine to me—  
I'll promise true,  
The whole year through,  
A Valentine to thee!

### Vocabulary Words

**emperor:** a ruler of a large kingdom or empire

**martyrs:** people who are killed for their religious beliefs

### Comprehension Questions

1. Who was St. Valentine?
2. Who was responsible for St. Valentine's death?
3. What is the true purpose of Valentine's Day?

### Extension Activity

**Make a Card:** Let us make a card to bring someone happiness. Think of someone you know whom you would like to cheer up. Maybe you could find an old magazine or a newspaper and cut out some colorful pictures of something the person might like and place those pictures on the card. If you put a lot of pictures together on the card, then that is called a *collage*.





# Charles the Great

Today I am going to tell you about a king whose name was Charles the Great. What do you think this great king called himself? He called himself David. This was because he often read in the Bible about King David and thought that King David was a great man.



In many ways, Charles the Great was like King David. He was a brave soldier; he liked to study books; he loved music; and he was anxious to build schools and churches.

King Charles was tall and strong. He could ride a horse all day and was fond of hunting. He could speak and read well, but he never learned to write well.

Why do you think King Charles never learned to write well? It was not because he was lazy or did not try. He tried hard. He would put a pencil and a tablet under his pillow at night, and if he could not sleep he would sit up in bed and practice writing. He tried as hard as he could to learn how to write.

The trouble was that he had not begun when he was a boy. He had not begun to write until he was a grown man. By that time his fingers were hard and stiff. By that time, they fit around the thick handle of a sword much better than they did around the slender staff of a pen.

One Christmas day, King Charles was in a large church in the great city of Rome. As he was kneeling down praying, the **pope** came up and surprised Charles by putting a splendid crown on his head.

Charles was a king before that time and had a king's crown; but after the day when the pope gave him another crown, he was called emperor as well as king.

As I have already told you, Charles the Great was anxious to build schools and churches. A number of the schools in his kingdom were in churches, and the pastors of the churches were the teachers.

Charles had a great school in his palace. For this school he obtained the best teachers he could find. He went to many places looking for good teachers, and whenever he found one that was very good he invited him to his palace.

In King Charles's palace school, there were grown-up men as well as boys. He also included his own daughters in the palace school. The king himself spent time studying with some of the teachers.

One day King Charles found out that the rich boys in his school were not studying as well as the poor boys, and he decided to give the lazy fellows a lesson himself.

He told the poor boys to sit on the right-hand side of the room. They were the sheep. He made the rich boys sit on the left-hand side of the room. They were the goats.

Then he praised the poor boys for their good work and declared that he was pleased with them; but he gave the rich boys a severe scolding. He finished by saying to them, "If you want any more favors from me, you will have to go to work and get your lessons."

Do you think that was a pretty good thing for a king to say to a lot of lazy boys?

## Vocabulary Word

**pope:** the head of the Roman Catholic Church, sometimes called the bishop of Rome

## Comprehension Questions

1. What name did King Charles like to be called?
2. What did Charles the Great want to build?
3. Why did King Charles have a hard time learning to write?
4. Which group of boys were considered lazy? Why were they considered lazy?

## Extension Activity

*Read and Learn:* Read Matthew 25:31–46 and learn the parable of the sheep and the goats. A *parable* is a story that will teach you a moral or religious lesson. Think about what you learn from this story. Write your thoughts in a few sentences on a separate sheet of paper.

# Alfred the Great

Once there was in England a good king named Alfred. He was so brave and wise and did so many fine things for his people that he is always called Alfred the Great.

When Alfred was a little boy, his mother used to teach him from the wonderful book known as the Bible. She had five sons, Alfred being the youngest. One day she called the five boys to her and showed them the Holy Bible. She said, "I will give this book to the one who learns to read it first."

The five young princes began to study hard. They studied one reading lesson after another, as fast as they could. The Bible was a fine prize, and each one of them was anxious to win it.

Not very long afterwards, one of the boys came to his mother and said, "Mother, I believe that I can read the book now." And sure enough, when she gave him a test, he could read it; and he received it as a prize.

Now, which of the five princes do you think it was who won the prize?

Yes, it was Alfred, the youngest of the five. He won the beautiful book, and he loved books all his life.

While Alfred was king, the Danes were fighting his people—the English. The Danes were strong, fierce people who came in boats from another country. They wanted to live in England, and they tried to rob and kill Alfred's people.

King Alfred had a hard time fighting the Danes, but at last he beat them in one or two battles and made them stay in one part of the country by themselves. He drew a long line between his people and the Danes and would not allow the Danes to cross the line.

Alfred trained his men to be good soldiers. At the same time, he allowed some of them to stay on their farms all the time in order that plenty of food might be produced for everybody.

King Alfred also had his men build **longships** that were twice as long as the Viking ships. In time of war, the ships were used to carry soldiers; and, all the time, they were used to carry food and other things that the people needed. These were not warships; but they could be tied to enemy ships, and the men would fight hand-to-hand on board.

All his life, as I have told you, Alfred the Great loved books. He loved books so much that he wanted all of his people to have books, and he wanted every boy (maybe every girl, too) to learn to read.

So King Alfred built schoolhouses and hired school teachers. He gathered together many good books in the language of the people so that they could read them. He even wrote some of the books for the people to read. Yet, as long as he lived, there was one book that he always loved best: it was the Bible—the book he had first learned to read.



## Vocabulary Words

**Danes:** people of the country of Denmark

**fierce:** always eager to fight and kill; very strong and violent

**longship:** a long, narrow, and light wooden boat used by the Vikings, fitted with oars along almost the entire length of the boat; used by Norsemen for trade, commerce, exploration, and warfare

## Comprehension Questions

1. Where did Alfred the Great live?
2. What did Alfred's mother use to teach him and his brothers?
3. Why did King Alfred have to spend much of his time fighting the Danes?
4. What did Alfred the Great do to help his people learn to read?

## Extension Activity

**Research:** Alfred the Great loved reading the Bible. He also loved to learn. When he was an adult, he learned to read Latin. Latin is a language that is no longer used; however, it has had so much influence on the words we speak today that many people—just like Alexander the Great—still love to learn it or learn about it. The Bible was translated into Latin as early as the first century A.D. Use the encyclopedia, Internet, or other source to research and find out more about Latin. At your library you can find books written just for children about Latin.



# How a King Got Out of Prison

Perhaps you wonder how a king got into prison. It is not often that a king is in prison, but it happens once in a while. The king I am going to tell you about was King Richard. He was king of England many, many years ago.

One time King Richard was far away from home. He had been away from home a long time and was anxious to get back. He was traveling as fast as he could, but one day he had to pass near the castle of Duke Leopold. Duke Leopold did not like King Richard, so he sent some of his men to capture him.

It must have taken a number of men to do this, for King Richard was very brave and very strong. He was so brave and strong that people called him Richard the Lionheart.

Yet, in spite of all his courage and in spite of all his strength, King Richard was captured by the duke's men and was put in prison. The duke said he would keep him in prison until somebody paid a large sum of money to get him out.

The worst of it was that King Richard's friends in England did not know what had become of him. They waited and waited for him to come home, but he did not come. Then they wondered and wondered where he was.

Among King Richard's friends was a young man named Blondel. Blondel could make poetry and sing songs. King Richard liked to hear him sing, and sometimes he and

Blondel sang together. Blondel said, "I am going to find King Richard."

So he began to search, journeying far and wide. He would ask this man and that man about King Richard, but nobody could tell him where the king was. Then he would go on until he met another man.

"Have you seen King Richard?" he would ask.

The man would answer, "No."

"Do you know where he is?"

"No."

How tired poor Blondel must have been! He was weary and sad. He began to fear that he would never find King Richard; however, he kept on trying.

One day Blondel saw a great castle. The walls were high and strong, and soldiers guarded the gates. Blondel could not get in, and nobody would tell him anything about his master, King Richard.

After a while Blondel began to sing. He sang a song that he and Richard had created. Nobody but he and the king knew that song. He sang the first part of the song, then stopped and listened.

What do you think? He heard somebody in the castle begin to sing. A man in the castle was singing the next part of the same song!

Then Blondel knew that King Richard was in the castle. Nobody else knew that song! Nobody else had such a voice!

Blondel, however, did not have as much money as Duke Leopold wanted; so back to England he went. He met the

king's brother John, but John did not like Richard and would not help much. Then Blondel went to see King Richard's mother. She helped, you may be sure. After a while, they had as much money as the duke demanded, and he let King Richard out.

Yet King Richard always said he did not believe that he ever would have gotten out of prison if it had not been for Blondel's song.

### Comprehension Questions

1. Who put King Richard in prison?
2. What did the people of England like to call King Richard?
3. Who helped to get King Richard out of prison?
4. How did Blondel find King Richard?

### Extension Activity

**Color and Write:** Color the picture of Blondel arriving at the castle where King Richard was being held as a prisoner in the *Student Exercises* booklet. Then next to the picture, write a dialogue for this scene. A *dialogue* is a conversation between two or more characters in a story. Write the words you think that Blondel, King Richard, Duke Leopold, and the castle guards may have spoken at this point in the story.



# A Faithful Servant of God



Martin Luther in 1533

Almost 500 years ago, a man named Martin Luther was reading the Bible and praying to God for wisdom. He was a teacher at the University of Wittenberg in Germany and wanted to understand God's Word. During his studies, Luther came across a Bible verse that changed his life: "The just shall live by faith" (Romans 1:17b).

This verse was an answer to prayer, for until Luther read this verse, he had been unable to understand how a Holy God could ever love men when they are so wicked and sinful. Luther now realized that men do not become just and acceptable in God's sight because of their own works, but by faithfully trusting in the work of Jesus Christ on the cross of Calvary.

Martin Luther was so excited about this truth that he became convinced that it was his God-given duty to share this truth with other people. Luther told the people that they must put the teachings of the Holy Bible in the center of their lives. The people of Europe had forgotten that the only way for man to be free from God's righteous anger was through faith in the risen Son of God, Jesus Christ. Thousands of people living in Europe began to change or "reform" their relationship with God because of the preaching and teach-



ing of Martin Luther. That is why history books tell us that Martin Luther started a “**Reformation**” in Europe.

Luther also wrote many hymns, encouraging the people of God to sing in church again. His most famous hymn was “A Mighty Fortress Is Our God.” This hymn showed Luther’s trust in God and his belief in God’s victory over Satan.

Now, let us learn the first verse of this great hymn:

A mighty fortress is our God,  
A **bulwark** never failing;  
Our helper He, amid the flood  
Of **mortal** ills prevailing:

For still our ancient foe  
Doth seek to work us woe;  
His craft and power are great,  
And, armed with cruel hate,  
On earth is not his equal.

Thanks to the efforts of Martin Luther, and by the grace of God, the Christian Church began to grow once again, and God’s people went forward with renewed joy and wisdom.

## Vocabulary Words

**Reformation:** the religious movement during the 1500s that led to the beginning of the Protestant churches; including these beliefs:

- the belief in salvation by faith alone in Christ and His work on the cross, not by the works
- the belief in salvation by God's grace alone
- the belief in the Bible as the only authority in our lives and what we practice

**bulwark:** a defensive wall, such as a wall of a fort

**mortal:** something that can cause death

## Comprehension Questions

1. What Bible verse changed Luther's life?
2. What did Luther learn from this Bible verse?
3. What did Martin Luther start in Europe?

## Extension Activity

*Music:* Martin Luther was born into a musical family. He loved music and wrote songs. Do you like music? If you can play an instrument, play a song for God. You may also take time to worship God by singing a song or hymn you know by heart.

"A Mighty Fortress Is Our God" is one of the best known hymns written by Martin Luther. He wrote this hymn sometime between 1527 and 1529. Find a hymnal that has this hymn and sing it. If you play an instrument, try to play the tune that goes along with this great hymn.



# The Red Velvet Cloak

**H**ave you ever seen a velvet cloak? Cloaks of velvet are very soft and beautiful, and they cost a great deal of money.

One day, long ago, a young man in the city of **London** had on a handsome red velvet cloak. As he walked along the street, he saw a fine lady passing. With the lady were a number of servants, called attendants.

Can you guess who this fine lady was? She was Queen Elizabeth of England.

Just then the queen came to a muddy place in the road. She stopped a moment, not knowing what to do, for she had on a nice pair of shoes, and she did not want to get them muddy.

What do you think the young man did? He took off his handsome velvet cloak and spread it over the muddy place in the road. Then the queen could walk across without getting her shoes dirty.

The queen was much pleased at what the young man did. His act showed that he was thoughtful and polite. The queen liked to have gentlemen like him around her, so she invited the young man to the palace. Soon he was one of the best known men in London. This young man was Walter Raleigh.



After some years, the queen said that everybody should call him Sir Walter Raleigh. He became rich and was able to buy many fine cloaks. On his hat he often wore a black feather and a band of pearls. His shoes had sparkling jewels on them and were tied with white ribbons. Hanging from his belt was a shining sword.

Sir Walter Raleigh had a number of ships. Some of them he sent across the seas to America. As you grow older and study more about the history of America, you will often read about Sir Walter Raleigh.

### Vocabulary Words

**cloak:** a loose-fitting coat without sleeves; a cape

**London:** the capital city of England

### Comprehension Questions

1. Who laid his velvet cloak over a muddy place in the road for a queen?
2. What was the name of the queen?
3. In what city did the story take place?

### Extension Activity

*Think:* *Courtesy* means “polite, respectful behavior.” Look at the root of the word. Do you see the main word is “court.” *Courtesy* is what you would show a king or queen when you enter his or her *court*.

Look up Psalm 100:4 in the Old Testament. Think about what this verse says you should do when you talk to God. You are entering the court of the Lord Jesus, the King of kings, when you talk to Him in prayer. So when you enter God’s court, what does the Bible tell you to do?

# Peter the Great

About 300 years ago, King Peter lived in Russia. Russia is a large country that is partly in Europe and partly in Asia. King Peter was fierce and cruel, but he also was clever and wide awake. He did so much to help Russia that he is called Peter the Great.

Peter was crowned king when he was only ten years old. He was not a real king then—he was just a naughty, noisy boy. He did not like to study his school books, so he did not know much.

After a while, though, Peter began to study more and to learn more. How do you think he did it? Instead of reading in books about places and things, he went to see them. For example, when he wanted to know how to build ships he went to Holland. In Holland the people were first-class ship builders.

So to Holland Peter went. However, he did not tell anybody that he was a king. He put on a suit of old clothes, a pair of coarse shoes, went to the gate of the shipyard, and said, “Won’t you give me a job? I want to learn how to build ships.”

The boss said, “I cannot pay you much at first, but if you will behave yourself and work hard I will give you a job.”

So Peter went to work. He sawed logs until his back ached. He chopped and hammered until he rubbed blisters on his hands. He got tired and thirsty, but he stuck to his job. All the time, he kept his eyes open. He said to himself,



"This is pretty hard work for a king, but I am learning to build ships."

After Peter had learned a good deal about shipbuilding, he left Holland. He shook hands with the other workmen and said, "Good-bye"; but even then he did not tell them that he was a king.

Peter then went to other countries to see what he could learn, and at some places he let the people know who he was. Whenever he saw anything new, he was just like a boy—he would ask all sorts of questions about it and would try to take it apart. He wanted to see how it worked and what it looked like on the inside.

After Peter the Great had traveled around for a long time, he made other young men of Russia do the same thing, in order that they, too, might learn how other nations did things, and might return to Russia able to teach their own people.

Wherever Peter found a good teacher—in Holland, in England, in Germany—he would ask him to go to Russia. Wherever he found a good doctor he would say to him, "Come to Russia." Wherever he found a man who could build a house or a bridge better than others, it was the same thing—"Come to Russia."

Peter wanted men in Russia who could do things and could do them well. All his life he was on the lookout for them. He wanted the very best men and the very best things for Russia.

So we call him Peter the Great, even though he was not a Christian and sometimes did cruel things. He had a keen eye, and kept it open. He had a skillful hand and used it.



He helped to make Russia a powerful country. Peter the Great never learned, however, that the fear of the Lord is the beginning of wisdom.

## Comprehension Questions

1. How did Peter like to learn new things when he got older?
2. Why did King Peter go to Holland?
3. What nation did Peter rule over as king?
4. What did King Peter do when he found good teachers in other countries?

## Extension Activity

**Research:** A *legend* is a story handed down from the past that might be true, but it cannot be proven to be true. There is a legend about a Russian princess named Anastasia. There is even an animated movie based on this legend. The name of the movie is *Anastasia*. You can probably find the DVD at your local library. If you watch the movie, then you might like to research more about the real Russian princess called the Grand Duchess Anastasia Nikolaevna of Russia.



# Strong King Iron

**H**ave you ever seen a man chop down a tree? A wood-chopper has a long, smooth stick, and on the end of it is a sharp **steel** ax.

When men first began to chop down trees, long ago, they used stone axes. Stone axes were very dull; so it took a long time to cut down a tree with a stone ax.

After a while people began to make axes and knives of copper. The copper knives and axes were better than the stone ones, but still they were not very good.

Then somebody found some iron and made an ax of iron. It was much better than the axes of stone and of copper. Finally, somebody else learned how to make the iron very hard. This hard iron was called steel. Then the axes of steel cut best of all.

Every ax you see today is made of this hard iron called steel. It does not take long to cut down a tree with a sharp steel ax.

Iron is used for so many things that we could hardly get along without it. Do you have a bicycle? Bicycles were made largely of steel. Do you ride in an automobile? Automobiles are made with a great amount of steel.

The stove in the kitchen, the furnace in the basement or utility closet, the nails in the floor and walls, are all made of steel. Even ships that cross the sea, trains that roll on tracks, airplanes that soar through the air, and cars and buses that travel on highways are made mostly of iron or steel.

Do you think that we should call him “King Iron”? Since iron is so strong, we may well call him “Strong King Iron”!

Strong King Iron forms himself into a spacecraft and travels into outer space. He stretches himself out as steel tracks and carries high-speed trains. He reaches his arms across wide rivers and makes bridges for us to cross. He stands up in the sky and holds up our tallest and heaviest buildings. He extends himself into long cables, carrying electrical power and **communications** around the world. Sometimes he even hides in your coat pocket as a needle or a pin that sticks your finger.

He is every carpenter’s saw, every construction worker’s hammer, every farmer’s plow, every miner’s drill, every gardener’s hoe, every soldier’s sword, every **seamstress**’s needle, and every child’s knife.

King Iron is very old. Perhaps this is the reason that he is gray. But he has not always been king. As I told you, people had to use stone and copper for a long time because they did not know how to make steel.

Yet iron has been king for many, many years. In times of peace he makes the world happy; in times of war he makes it very sad. All the time, however, the world goes much faster than it did before iron became king; for King Iron has put the world on wheels.

## Vocabulary Words

**steel:** a hard, strong mixture made mostly of iron with carbon

**communications:** sending of messages or information from one place to another

**seamstress:** a person who sews clothes, curtains, and other items, as a job

## Comprehension Questions

1. Why do we call iron Strong King Iron?
2. Name three things from the story that use iron.

## Extension Activity

*Iron in History:* An *ironclad* was a steam-propelled warship protected by plates of iron or steel. The ironclad was developed because wooden warships could burn or be destroyed too easily. The ironclad had replaced the unarmored ship as the most powerful warship afloat. This type of ship became very successful in the War Between the States, or the American Civil War. Research the history of ironclad warships in an encyclopedia, on the Internet, or through some other source.



# A City on a Rock

**I**n the year 1608, a brave Frenchman began to build a town in Canada.

The Frenchman's name was Samuel Champlain. He did so much for the French people in Canada that he is often called the Father of New France.

In 1608, Champlain began to build the town, and he named it **Quebec**. He learned the name from the Indians. His town is now a city—the oldest city in Canada—and it is still called Quebec.

The older part of Quebec is perched high upon a great rock. At the foot of the rock flows a broad, deep river, the St. Lawrence. From the level of the river straight up to the top of the rock is more than 300 feet. It was on top of this great, high rock that Champlain built his town. From it, one may look down and see the big river for many miles.

When one is on top of the rock at Quebec, the person finds that there is large area of land just behind the city. This area is called the Plains of Abraham.

Now, I do not believe that you could ever guess just how those plains received that name, so I will tell you. Long ago, they were owned by a man named Abraham Martin called *The Scot*. He was a **pilot** on the St. Lawrence River. Ever since that time, they have been called the Plains of Abraham.

Three famous generals have been killed at Quebec—Major General James Wolfe; General Louis-Joseph, Marquis de Montcalm; and Major General Richard Montgomery.



Wolfe was an Englishman; and Montcalm was a Frenchman. In 1759, Wolfe and Montcalm were both killed on the same day. Now, Montgomery was an Irish-born soldier who first served in the British Army. He later became a major general in the American Continental Army. He was killed in the year 1775, soon after the beginning of the **War for Independence**. At that time, the Americans were trying to take Quebec from the British.

Now I must tell you a little more about Wolfe and Montcalm, for every boy and girl who studies history ought to link the names of Wolfe and Montcalm with those of Champlain and Quebec.

In 1759, about the middle of the French and Indian War, the British were trying to take Quebec from the French. The French soldiers in Quebec were commanded by General Montcalm. Montcalm at this time was forty-seven years old and had often proved that he was skillful and brave.

The British soldiers, who were trying to capture Quebec, were commanded by General Wolfe. Wolfe was only thirty-two, but he was just as skillful and just as brave as Montcalm.

Because Quebec is up so high on the steep, rugged cliffs, General Montcalm and his men felt pretty safe. They thought that General Wolfe and his men could never force their way up to the top of the great rock. If they did succeed in doing that, they would still have to break through the city's strong walls.

Wolfe and his men, however, found a way. One night, when all was still, they climbed into their boats and landed on the north bank of the river just at the foot of the high cliffs. Somebody found a steep, narrow path up the side of

the rock, and by the next morning, when Montcalm looked out, Wolfe and his army stood on the Plains of Abraham, close to the city.

Montcalm said to his soldiers, “We will go out and fight them.”

“So we will,” his soldiers replied, and so they did.

The Plains of Abraham were red that day, not only with British coats, but also with the blood of many brave men—French and British.

At last, the French were beaten and the British took Quebec; but in the final hour of victory—in the hour of defeat—both Wolfe and Montcalm fell to rise no more.

Wolfe said he died happy because of his victory; Montcalm said he was glad to die because he would not then see the surrender of Quebec.

A few days after that bloody day in 1759, the French surrendered the city and the British flag waved above Quebec—the city on the rock—until Canada became its own, independent country in 1931.

## Vocabulary Words

**Quebec:** capital city of Quebec Province in Eastern Canada; official language is French and the population is mainly French Canadian

**pilot:** one who steers a ship

**War for Independence:** a war to make America free from British rule, lasted between 1775 and 1783, often called the American Revolution

## Comprehension Questions

1. Who is known as the Father of New France?
2. Name the oldest city in Canada.
3. Who won the battle on the Plains of Abraham in 1759?

## Extension Activity

**Research:** Canada is called the United States' "neighbor to the north." Look up what Jesus said about how we are to treat our neighbor in Matthew 19:19, Mark 12:31, and Luke 10:27.

# The Cross on the Mountain

More than a hundred years ago, the two countries of Argentina and Chile in South America had a quarrel. They were like two farmers who were quarreling over a fence line. These two countries were arguing over their boundary line—the line between their lands. One said, “The line is here.” The other said, “No, it is there.”

For many years they quarreled. At the same time, they were arming their soldiers and building battleships. It looked as if the argument would lead to war.

Yet, at last, they said, “How much better it is to be friends! Let us stop our quarreling and let us ask some good men to come and help us find out just where the boundary line ought to be.”

So they stopped quarreling and found some good men from the United States and England, who were friends to both parties, to come and fix the line. These men studied the case, looked at both sides, and then fixed the line where they thought it ought to be.

Then both the countries were satisfied. They did not talk any more about war. They did not arm any more soldiers or build any more battleships. They said, “Now we can have peace—now we can be friends.”

Then they said, “Let us erect a **monument** to show that our quarrel is ended; to show that we are good friends and good neighbors.”



So they made a great bronze statue of Christ holding onto a cross. Then they met together on the top of a high mountain and set up the statue. The statue was dedicated on March 13, 1904, as a sign of peace and good will between Argentina and Chile. Years later, in 1937, the two countries added a tablet to the statue in Spanish, which says in English, "Sooner shall these mountains crumble into dust than Argentines and Chileans break the peace sworn at the feet of Christ the Redeemer."

Do you think that those people were wise to settle their trouble as friends? Rather than to go to war over the border, they agreed to make peace. That great bronze cross is still standing on that mountain today. On that high mountain, where they once had quarreled, people from Argentina and Chile can meet in peace. Now, this is my story of the cross on the mountain.

## Vocabulary Word

**monument:** something that is built as a public reminder of a great person or important event

## Comprehension Questions

1. What two countries were quarreling?
2. Why were the two countries quarreling?
3. What did the two nations do to solve their quarrel?
4. What did the two countries do after they solved their argument?

## Extension Activity

*Research and Music:* There are many songs written about the cross of Christ. One of the most popular is “The Old Rugged Cross,” written in 1912. Use an encyclopedia, the Internet, or a book from the library to research and find out more about this hymn. Then learn the words and sing it.





## Unit 3

### Coming to a New Land

# Finding a New World

Did you ever find something nice when you were not looking for it? Did you ever hunt for one thing and find something else that was better?

I am going to tell you a story about a man who once found something when he was hunting for something else. This man was a brave sailor. He lived on the east side of the Atlantic Ocean, long ago. His name was Christopher Columbus.



If I tell you what *Christopher* means you can remember it better. All names, you know, mean something. *Christopher* comes from a Greek word, which is “Christ-bearer” in English; it means “a follower of Christ” or “a person who bears the name of Christ.”

Columbus’s father and mother were Christian people. They wanted their baby boy to grow up to be a faithful man, so they gave him a good name, Christopher.

When Christopher Columbus was a boy, he used to watch the ships that came to his town. He lived in the city of **Genoa**, Italy, which is beside the sea. He wondered where the ships came from and what they brought to his town. When they sailed out of the harbor, he wondered what they were carrying away and where they were going.

Often Christopher talked with the sailors who lived on the ships. They told him many stories that pleased him. He said, "I am going to be a sailor, too."

As you might have guessed, he did become a sailor. Even before he was a man, he was working on the ships and sailing here and there. Once the ship on which he was sailing caught on fire, and Columbus, with some other sailors, had to get down into the water. He swam and swam, until finally he reached the shore. It is said that he swam six miles that time, but I think he must have had a plank or something of the kind that kept him from sinking.

When Columbus was a boy, the **Turks** captured the big city of **Constantinople** in the East and would not let the Christians travel past that city anymore. The Christians, however, wanted to travel that way. They liked to go that way to India and China. India and China are two countries in the East where the Christians sold many things that they made and bought many things that they wanted. They still wanted to go to India and China.

Columbus said, "If we cannot get to India and China by going east, let us get there by going west."

That sounded foolish, did it not? People who heard Columbus thought he was foolish. They said, "You cannot get to India and China by going west!"

Columbus answered, "I think I can, for I believe that the earth is round like a ball. If it is, I can get there by going either way."

Yet it was easier said than done. Columbus was poor. He did not have enough money of his own to buy a ship, to hire sailors, or to get food for a long voyage.

For years and years he had to wait. Then the good queen of Spain helped him. She helped him supply three little ships; she also helped him get sailors and food.

Then Columbus was happy. He set sail and steered toward the west. He sailed and he sailed.

His men said, "It is no use—let us go back."

But Columbus said, "Sail on!"

They said, "We will throw you out into the water and let you swim again if you do not take us back home!"

Columbus said, "Sail on!"

At last, after they had sailed for eight or nine weeks, they came to a country and found some people there. Columbus said, "This country must be India. The people look like the people of India."

So he called the people Indians, and they have been called Indians for many years. Today, however, we call them Native Americans or First Peoples. Sometimes they are called **indigenous** peoples of the Americas. The word *indigenous* refers to people who lived in a region before people from other countries came to live there.

However, in our story, Columbus was mistaken. The place he found was America, as we call it now. It was not India at all. The people were not actually Indians from India. So Columbus found something he was not looking for. He found a new world. He was looking for India, but he found America.

It was in the month of October, 1492, that Columbus found America. It was on the twelfth day of the month.

## Vocabulary Words

**Genoa:** Italy's largest seaport city, located in the northwestern region of Liguria; the birthplace of Christopher Columbus

**Turks:** people who live in the country of Turkey; Muslims who originally came from Central Asia and conquered the Byzantine Empire and the city of Constantinople

**Constantinople:** originally the capital city of the Byzantine Empire but was captured by the Muslim Turks in 1453; renamed Istanbul in 1930; the largest city in the nation of Turkey

**indigenous:** (things) produced, (plants) growing, (people) living, or (things) occurring naturally in a particular region of the world

## Comprehension Questions

1. What does the name Christopher mean?
2. What did Columbus do for a living?
3. In what year did Columbus discover America?
4. Why did Columbus think that he could get to India and China by going west instead of east?

## Extension Activity

**Research:** Do you know what your name means? Use the encyclopedia, Internet, or another source to research and find the meaning of your name. There are books written just for the purpose of learning the meaning of names. While you are researching your name, you can look up the meaning of family members' names and friends' names, too.

## A Good Play

*by Robert Louis Stevenson*

We built a ship upon the stairs  
All made of the back-bedroom chairs,  
And filled it full of sofa pillows  
To go a-sailing on the **billows**.

We took a saw and several nails,  
And water in the nursery pails;  
And Tom said, "Let us also take  
An apple and a slice of cake;"—  
Which was enough for Tom and me  
To go a-sailing on, till **tea**.

We sailed along for days and days  
And had the very best of plays;  
But Tom fell out and hurt his knee,  
So there was no one left but me.

### Vocabulary

**billows:** a large wave of the sea

**tea:** a time for a light meal, usually including tea with sandwiches, crackers, or cookies, between 4:00 and 6:00 in the afternoon

### Comprehension Questions

1. Where did the boy say he built his ship?
2. What two things did he use to build his ship?
3. Why could Tom no longer play?

## Extension Activity

*Further Reading:* Robert Louis Stevenson (1850–1894) wrote novels, poems and essays and was a travel writer. His most famous works are *Treasure Island* (1883), *Kidnapped* (1886), and *Strange Case of Dr. Jekyll and Mr. Hyde* (1886). Go to your local library to find these books by the author and look up the book *A Child's Garden of Verses* (1885) to read more poems by Robert Louis Stevenson.

# Balboa's Discovery

One day in September, almost 500 years ago, a young man climbed to the top of a mountain. The Indians had told him that from the mountaintop he could see a great water.

This man was not disappointed. As he stood on the height and looked southward, he saw a great ocean stretching away and away, far beyond the reach of his keen eyes. He called it the South Sea, because he saw it as he looked toward the south.

That young man was Vasco Balboa, a Spaniard. He had come to the New World soon after it had been discovered by Columbus. He had gone from place to place, seeking gold and seeking knowledge; and he found knowledge on that mountaintop. He discovered the South Sea—the Pacific Ocean, as we now call it. Balboa was the first man from Europe to see that part of the Pacific.

Balboa was a handsome young fellow—tall, bright-eyed, and active. He was brave and had good manners. He also had the gift of making friends; but his skill and daring, his energy and his success, also made him enemies.

His enemies brought about his death while he was still a young man. He was accused of being a traitor and of having done things that he was not told to do.

"I am no traitor," he declared, "and if I have done things I was not told to do, I did them for the good of Spain."



His enemies, however, were jealous of him; and they prevailed. Balboa was put to death.

Yet nothing can rob him of the honor due him. He made a great discovery, and "History" will always remember who he was; and "Geography" will always honor him for what he discovered, for Balboa helped Geography as well as History.

Now let me tell you a few more things about Balboa's discovery. The mountain from which he first saw the Pacific Ocean was on the **Isthmus** of Panama. This mountain is also close to the place where the great Panama Canal now connects the Atlantic and Pacific oceans; this canal was opened 400 years after Balboa was there.

The men who dug the canal thought of Balboa often while they were at work, for one of the towns near the canal was called Balboa.

When the Panama Canal was finished, a big fair was held in San Francisco, and nearly everybody who went to that fair heard of Balboa. Indeed, many thousands of people who did not go to the fair also heard of him, for his picture was printed in papers that told about the fair, and these papers were sent all over the world.

## **Vocabulary Word**

**isthmus:** a narrow area of land that connects two larger land masses; in this story, land connecting North America and South America

## Comprehension Questions

1. Who was the first European to discover the Pacific Ocean?
2. Where did this European discover the Pacific Ocean?
3. What was built near where the Pacific Ocean was discovered?

## Extension Activity

*Research:* Do you know where to find Panama and the Isthmus of Panama on a map? Use an atlas, encyclopedia, Internet, or other source to find Central America on a map. Then look for Panama and the Isthmus of Panama in the southernmost area of Central America.



# The Man Who Was Thirsty

Many, many years ago, soon after the first European explorers came to America, a brave captain from Spain was sailing along the coast of Florida. We call it Florida now because he called it Florida then—"the land of flowers."

This captain's name was Juan Ponce de León, but we know him best as Ponce de León.

Ponce de León was in a ship with some other men. They had come to explore the country, and they thought Florida was an island. One day they became very thirsty. You know that people in a ship may die of thirst, for usually the water all around them is so salty that they cannot drink it.

Most of the Indians that Ponce de León met in Florida tried to kill him, but a few were friendly. He met a friendly Indian on the day when he and his men were so thirsty. This Indian perhaps came along in a canoe.

Ponce de León said to the friendly Indian, "My men and I are very thirsty—where can we find water to drink?"

The Indian said, "If you will come with me, I will take you to a fountain where, if an old man like you drinks, he will get young again."

This was perhaps the Indian's way of saying that the water was very good.

Ponce de León went with the Indian to the shore and there, sure enough, he found a spring of good, sweet water.

Ponce de León was so grateful to the Indian that he gave him a **sundial**. The Indians were then able to tell the time of day.

Near the fountain Juan Ponce de León and his men buried a silver helmet and a stone cross. These things were found there many years later by some men who were digging in the ground.

Many people have thought that Ponce de León went to Florida in order to hunt for a fountain that would make him young again, but this is probably not true. Most likely, he went to Florida on an **expedition** of **discovery** and sought the beautiful spring with the Indian as a guide, as I have told you, because he and his men were very thirsty.

Many years later, Ponce de León went back to Florida to settle the land. He brought around 200 men with him—including **priests** and farmers—as well as horses and other animals to live in the new land. The local Indians, however, did not want the Spanish to settle in their territory. Ponce de León was hit by a poisoned arrow during a fight with the Indians. The settlers left Florida for Havana, Cuba, where Ponce de León soon died.

## Vocabulary Words

**sundial:** an instrument that shows the time of day by the position of the sun; a round plate (or dial) and a straight edge (or gnomon) that casts a shadow onto the plate

**expedition:** a journey for a special purpose

**discovery:** finding out something new

**priest:** a type of minister usually associated with the Roman Catholic Church, but also used by Orthodox and Anglican churches

## Comprehension Questions

1. What is the meaning of the name Florida?
2. What did Ponce de León ask an Indian after he first went to Florida?
3. What happened to Ponce de León when he went back to Florida?

## Extension Activity

*Make a Sundial:* Juan Ponce De León gave the friendly Indian who brought him to water a sundial as a gift. You can make a sundial for a gift or for yourself. Use an encyclopedia, the Internet, or a book from the library to research how to make a simple sundial. You can make it with simple tools you have around the house.





# A Room Full of Gold



Once, a long time ago, some robbers met the king of Peru. These robbers were Spanish soldiers and explorers led by a **conquistador** named Pizarro. Pizarro was a brave man, but he was very cruel. He had come to Peru to conquer the land and steal its gold for Spain.

The king was a young man—much younger than Pizarro. He was tall and strong; and he, too, was very brave. I think that he was a much better man than Pizarro.

The king had many more soldiers than Pizarro, but Pizarro and his men had guns and horses. The king of Peru and his people had never seen horses before. They thought that the horses were terrible creatures, and feared them

greatly. When they heard the sound of the guns and saw the smoke and fire burst out of them, they were frightened more than ever.

Because Pizarro and his men had guns and horses, they were able to beat the young king's men and to take the king himself prisoner. Then they shut the poor young king up in a big room.

One day, when Pizarro went in to see the king, the king said, "If you will set me free, I will give you a room full of gold."

Then the tall, young king stood up beside the wall and put his hand up as far as he could. When he had his hand up as high as he could reach, he made a mark on the wall.

"See," he cried, "I will give you this big room full of gold up to that mark if you will set me free."

He did not know how mean and **cunning** old Pizarro was.

The gold was just what Pizarro wanted. He knew that Peru was a rich country and that the king had a great deal of gold, so he said, "All right. You have the room filled with gold up to that mark, and I will set you free."

Then the young king was glad. He called his men and sent them out to get the gold. Here and there, far and near, they hurried, asking for gold for the king. All the gold they could find was brought and put into the big room.

It took a long time. One day was not enough, for gold is very heavy and some of it had to be carried for miles and miles. Much of it had to be taken across high mountains, for there are many huge mountains in Peru.

One month was not enough. It took the king's men two, three, four, five, six months to get enough gold to fill the big room.

Then, at last, the room was full—clear up to the mark on the wall that the tall, young king had made.

Pizarro and his men laughed and rubbed their hands in glee when they saw so much gold. They had not dreamed that there was so much gold in all Peru.

And now, what do you suppose Pizarro did with the brave, young king?

Pizarro did not set him free, as he had promised to do. He kept the king in prison and at last put him to death.

For Pizarro was a robber—he was a wicked, cruel man. We could not expect such a man to keep his word. He cared only for the room full of gold. No wonder the Bible states, “Do not trust in **oppression**, nor vainly hope in robbery; if riches increase, do not set your heart on them” (Psalm 62:10).

## Vocabulary

**conquistador:** a Spanish word meaning “conqueror” and referring to the Spanish soldiers and explorers who conquered much of the New World for Spain

**cunning:** crafty in getting what a person wants, often in a misleading way (not being honest) or by using trickery

**oppression:** the crime of getting money from someone by using force or threats; extortion

## Comprehension Questions

1. What was the name of the conquistador who led Spanish soldiers and explorers to Peru?
2. How were Pizarro and his men able to beat the king's army?
3. What did Pizarro want from the king?
4. Did Pizarro keep his promise to the king of Peru? What happened to the king?

## Extension Activity

**Memorize:** Matthew 6:19–20 talks about treasures on this earth. Look up these two verses and memorize them so you can learn what the Bible teaches us about earthly treasures.

# Baby Virginia

I am going to tell you about a baby girl named Virginia. She was born on an island long, long ago.

Do you know what an island is? It is a piece of land with water all around it. There are many islands in the world—some large, some small.

The island on which Baby Virginia lived is nine miles long and three miles wide. It is called Roanoke Island, and it is now a part of the state of North Carolina. It lies on the eastern side of the state, near the Atlantic Ocean.

Baby Virginia's birthday came in the month of August. Her father's name was Ananias Dare; so her full name was Virginia Dare. Her mother's name was Eleanor Dare; and her grandfather's name was John White.

On Sunday, when Baby Virginia was taken to church for the first time, everybody was glad. They were so glad to see little Virginia. She was the first English baby ever born on the island. In fact, she was the first English baby ever born in America, as far as we know.

There were plenty of other babies—Indian babies—on the island, but the Indians, too, were glad to see Baby Virginia. That first Sunday, when she was taken to church, some of the Indians were there, too.

After some days Virginia's grandfather got on a ship and sailed away. He said, "I will not be gone long."

But he was gone a long time. He had to sail clear across the Atlantic Ocean. That took a long time in those days. When he got across the ocean, he found a war going on. This war kept him from going back to the island to see Baby Virginia. It was three years before he got back.

When he did get back to the island, Baby Virginia was gone. Her father and her mother were gone, too. All the English settlers were gone.

Nobody knows what became of Baby Virginia. Her grandfather looked for her a long time, but he could not find her.

Now a great many people live on the island, and they often think of little Virginia Dare. And every August, when her birthday comes around, they have a party in her honor and talk about her.

## Comprehension Questions

1. What was the name of the first English baby born in America?
2. Where was the English baby born?
3. What happened to the baby and her parents?

## Extension Activity

**Folklore:** What happened to the first English baby born in America? Virginia Dare is a well-known person in American history and folklore. Folklore consists of legends, stories, tall tales, and customs that are the traditions of a group of people. There are many others, but some names you might recognize from history and folklore are Daniel Boone, Davy Crockett, and Annie Oakley.

# Jamestown Day

How would you like to be out on the ocean all winter, in a ship? I know of some men who had that experience. They climbed aboard some little ships in the month of December, just a few days before Christmas, and they did not leave the ships till the next May. Those men made some interesting history, so I must tell you about them.

Those men—there were about a hundred of them—were Englishmen, for the most part. One of them was Captain John Smith. You have heard of him, have you not? Captain John Smith and his companions boarded those little ships in England and sailed across the Atlantic Ocean to Virginia Colony on the shores of North America. When they reached Virginia, they began to build a town. They called the town Jamestown, after the king of England; and Jamestown was the first English **settlement** in North America.

They began work at Jamestown on the fourteenth of May in the year 1607. That was more than 400 years ago, but we must not forget the day. It seems to me that we ought to call May 14 “Jamestown Day,” just as we sometimes call December 22 “Forefathers’ Day” or “Plymouth Rock Day,” which honors the day the Pilgrims began to build Plymouth.\*

Captain John Smith and his companions built their little town on an island in the James River, about forty miles up the river from its mouth. The place was not an island then; it was a **peninsula**. By the early 1900s, the isthmus connect-

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\* The Pilgrims actually landed at Plymouth on December 21; however, the anniversary was mistakenly set on December 22 when the date was adjusted to the Gregorian calendar in 1752.



ing the landform to the mainland had eroded away, making it a proper island. It is a rather large island for a river island. It contains more than 1,500 acres.

In the month of May, the new country was very beautiful. The oak trees were full of light-green leaves. The pine trees were armed with dark-green needles; but under these trees, the ground was covered with a “carpet” of dry, brown needles. In some places, there were dogwood bushes full of snow-white blossoms; here and there, among the bushes, were little trees with red blossoms. The air was sweet with the breath of flowers, and the tired men on the ships were happy to reach such a pleasant land.

Captain Smith thought that heaven and earth had never made a nicer place for man to live. Yet he was also to learn that sorrow could come to Jamestown. Food soon became scarce, men fell sick, and many graves were dug before Jamestown could claim a place in history.

John Smith was not the leader at Jamestown at first; however, when hard times began to come, he seemed to be the only man who could do things and tell the others what to do. So he took matters into his own hand. If it had not been for him, the settlement at Jamestown would probably have been a failure, as many others of that time were.

The first houses at Jamestown were very poor structures. They were made of logs, rails, poles, brush, and dirt—they were called “log cabins.” A few of them were only old tents.

Reverend Robert Hunt was the pastor at Jamestown, and one of the first buildings was an outdoor chapel of sorts. If I tell you what Captain Smith said about that church, you will get a good idea of what the other houses were like. In his book he says:

We did hang an awning to three or four trees, to shadow us from the sun; our walls were rails of wood; our seats unhewed trees, until we cut planks; our pulpit a bar of wood nailed to two neighboring trees. In foul weather, we shifted into an old rotten tent, for we had few better. This was our church until we built a homely thing like a barn, set upon crotchets, covered with rafts, sedge, and earth, as were also the walls.

Then he went on to say that the best houses were worse than the church, and that they did not altogether keep out either the wind or the rain.

Many years later, in 1907, thousands of people came together to hold a great celebration near Jamestown called the "Jamestown Exposition." It lasted for several months and celebrated the founding of Jamestown, 300 years before. Since then, the United States has grown strong and great.

One hundred years later, "Jamestown 2007" was organized to honor the 400th anniversary of the founding of the settlement. The anniversary festivities lasted eighteen months and included celebrations in Virginia, major cities along the eastern seaboard, and in Britain. A visit by Queen Elizabeth II of Britain was the highlight of the celebration.

Historic Jamestown is now part of the Colonial National Historic Park. Only a few people, therefore, actually live at Jamestown, but they are always ready to show visitors where Captain Smith and his companions made their settlement. The place is marked by a splendid monument to Captain Smith and by the tower of an old brick church.

Let us mark May 14 as another red-letter day in our history calendar. It is Jamestown Day.

## Vocabulary Words

**settlement:** a place where people from another country start a new life

**peninsula:** a piece of land that is almost completely surrounded by water, yet is attached to a larger area of land

**scarce:** a very small amount of (food, fuel, or something else)

**awning:** material, such as an old sail, stretched over a frame to provide shelter from the weather

**crotchets:** poles with forked ends; used to prop up rafts

**rafts:** poles or beams that support a roof; rafters

**sedge:** tall, grasslike plants used to make thatched roofs

## Comprehension Questions

1. Where was the city of Jamestown located?
2. Who was the brave English leader who helped build Jamestown?
3. What did the first homes in Jamestown look like?
4. Who was the pastor at Jamestown?
5. How did Americans celebrate the founding of Jamestown in 1907 and in 2007?

## Extension Activity

*Color and Unscramble:* In the *Student Exercises* booklet, color the wooden ship on the ocean sailing for the New World. Also, unscramble the important words from the history of Jamestown.

# Fishing With Fire

Once a young settler boy went to live with the Indians. His name was Henry Spelman. He went to live with the Indians because he was hungry, and he knew that the Indians had plenty to eat. At Jamestown, where the English settlers lived, nearly everybody was hungry; but the Indians had corn and meat and fish.

Henry Spelman lived with the Indians a long time. He learned how to talk with them, and he also learned how they did their work. He saw them plant corn, hunt ducks and deer, and make boats; and he saw them catch fish.

The Indians had many ways of catching fish. Sometimes they would take a big basket and hold it at a narrow place in the river where the fish had to pass. Sometimes they would build a dam across the stream and make big pockets in it. When the fish swam into the pockets, they could not find their way out. Sometimes the Indians would make spears by tying sharp bones on the end of long sticks. An Indian would take a spear and watch the water until he saw a fish. Then he would jab the spear right into the fish and catch it fast.

Sometimes, however, the Indians caught fish with fire. It was a strange way to catch fish. Henry Spelman often saw them do it. I will tell you how it was done.

It was done at night. The Indians would make a fire in a bark canoe and then push the canoe out from the shore. Of

course, they would put a pile of earth into the boat first and build the fire on that to keep the canoe from burning.

They used rich pine wood for the fire because it burns fast and makes a bright light. One man would stand by the fire to keep it burning brightly. At the front end of the canoe, another man would stand with a long spear in his hand. At the other end of the canoe, a third man would move the boat along very gently, without splashing water or making any noise. They would not talk loudly, either.

The light of the fire would shine down into the water, clear to the bottom of the river. The fish would be blinded by the light and would lie still. Then the man with the long spear would jab them, one by one, and put them into the boat. This was the way the Indians fished with fire.

I imagine that Henry Spelman often went with the Indians on those fishing trips. At first, he may have kept the fire burning; then perhaps he learned to stand up in the canoe and use the spear.

One had to be very quick and skillful at this work, or he would miss the fish and jab the spear into the ground or break it on a stone. If he were just a little off balance, he might fall into the water!

The Indians and the early English settlers had to work very hard to find food. How thankful we should be to God that we live in a land that has produce and grocery stores filled with good food!



## Vocabulary Word

**canoe:** a long, narrow boat that is pointed at both ends, which is moved by a paddle with one blade; Native Americans built canoes with birch bark laid over a light wooden frame

## Comprehension Questions

1. What was the name of the boy who went to live with the Indians?
2. How did the Indians catch fish with fire?

## Extension Activity

**Color:** Color the picture of Henry Spelman with the Indian who is fishing with fire in the *Student Exercises* booklet to complete the activity.



# The *Mayflower* and the Pilgrims

The *Mayflower* was a little ship that sailed from the country of England to America in the year 1620. It carried a hundred people—men, women, and children.

These people were seeking a new home. They had left their old home across the ocean because the king had said that they must not worship God in the way they believed the Bible required. Because they had to travel so far to find a place to worship, they were called **Pilgrims**.

It was winter when the Pilgrims came, and they had been on the ship three months or more. It took a long time to cross the ocean in those days. They were anxious to get off the ship and to begin building houses in which to live.

They looked at this place and that place along the shore, but no place seemed just right. When at last they did find a place to land and build their houses, it was only three or four days until Christmas Day.

First, some of the men climbed off the ship; then the women and children began to come ashore.

They could not run the *Mayflower* quite up to the land because the water was too shallow. So they all had to take a small boat to shore and step from the boat onto the land.

At the place where they landed from the small boat was a big rock, right at the edge of the water, and most of them—perhaps all of them—stepped on that rock when they jumped out of the boat. They called the place Plymouth,

after a city in England; and the big rock on which they landed they called Plymouth Rock.

That rock is still at Plymouth today, and it is still called Plymouth Rock. It is not at the edge of the water anymore, for some of the shallow parts of the harbor have been filled up; but it is near the water, and it is marked so that visitors may easily find it.

If you go to Plymouth, I am sure that you will want to see that rock. You will want to stand beside it and hear again the story of the Pilgrims, and how they left the *Mayflower* that winter day, so long ago.

After the Pilgrims left the *Mayflower* and began to build their houses on the shore, many of them became sick. Before spring came, nearly half of them had died.

In April the *Mayflower* went back across the sea. The Pilgrims did not own the ship; they had only hired it to bring them over. Those who were still alive might have boarded the ship again and gone away, but they said that they would stay at Plymouth. It was their new home, and they believed that God would send them brighter days.

So they wrote letters to their friends across the sea, gave them to the sailors, and watched the *Mayflower* sail away. Then they went to work again, building log houses, clearing brush off the fields, and planting corn. Some friendly Indians showed them how to plant corn and catch fish. When autumn came, they had plenty to eat. Within a few years, Plymouth was a thriving town.

Every winter now, a few days before Christmas, we think about the landing of the Pilgrims. The date on which they left the *Mayflower* and stepped on Plymouth Rock is



called Forefathers' Day. It is a day when many good people in the United States remember the faith their fathers had in God, and how brave they were to cross the sea in order that they might find a place to worship Him as His Word commands.

Here is a little rhyme about the Pilgrims. You may not understand all the words now, but sometime you will read it for yourself and understand it better. Listen!

Far o'er the wintry sea,  
In faith that would be free,  
The Pilgrims came  
To death and fame,  
Far o'er the wintry sea.

Upon a rocky shore,  
To cross the seas no more,  
They built a home,  
Where waters foam,  
Upon a rocky shore.

When winter days were long  
They joined in prayer and song;  
They said, "The spring  
Good days will bring"—  
When winter days were long.

Upon an April day  
Their good ship sailed away;  
For weal or woe,  
They watched her go,  
Upon an April day.

'Twas thus they built a home,  
'Twas thus they ceased to roam;  
In days of yore,  
On Plymouth shore,  
'Twas thus they built a home.

## Vocabulary Words

**Pilgrims:** people who traveled from England and began the first settlement in New England at Plymouth in 1620; *pilgrims* in general: people who journey to foreign lands

**o're:** over

**weal:** well-being, prosperity, wealth

**roam:** to travel from place to place; wander

**yore:** times past, especially long ago

## Comprehension Questions

1. What was the name of the ship that brought the Pilgrims to the New World?
2. Why did the Pilgrims leave England?
3. What did the Pilgrims call the place where they landed?
4. Who taught the Pilgrims how to plant corn and catch fish?

## Extension Activity

**Journals and History:** Plymouth Rock is the traditional site of where the Pilgrims landed. William Bradford and the *Mayflower* Pilgrims founded Plymouth Colony in 1620. One of the ways we learned about the history of the Pilgrims landing at Plymouth Rock is from William Bradford's journal. A journal is a daily record of events and is sometimes called a diary. You can read William Bradford's journal writings in the book *Of Plymouth Plantation* (read it at this webpage <[http://mith.umd.edu/eada/html/display.php?docs=bradford\\_history.xml](http://mith.umd.edu/eada/html/display.php?docs=bradford_history.xml)>).



# Squanto, the Corn Planter

In the year 1620, a small group of Christians known as “Pilgrims” sailed from England to America in search of religious freedom. You read about them in the story about the *Mayflower* and the Pilgrims. When William Bradford, Miles Standish, and other Pilgrim settlers came to America, they found some corn in a basket. The Indians had grown the corn and had made the basket; but when they saw the strangers, they became frightened and ran away.

Some of the ears of corn in the basket were yellow, some were red, and some had blue and yellow grains mixed. The Pilgrims thought that the ears of corn were very beautiful, but they did not know how to make corn grow.

After a while, some of the Indians came back. One of them was a man named Squanto. Squanto could speak some words of English, for he had once been carried away on a ship to England. Squanto liked the English settlers and came to live with them.

When spring came, Squanto taught the Pilgrims how to plant corn. He also watched the trees in the forest; and when the little green leaves on the oak trees and the hickory trees were about as big as a squirrel’s ear, he said, “Now is the time to plant corn.”

He showed the settlers how to prepare the ground for planting. After clearing a field and plowing the dirt, he told them to form mounds of soil, about a foot or two apart from each other. Then he showed them how to drop grains of corn and push them into the soil.



Before Squanto covered the mounds of corn, however, he did a curious thing. What do you suppose he did? He caught a great many fish, and he put one or two fish in each mound with the seeds of corn. Then he covered them with soil.

Squanto put the fish into the hills of corn to make the corn grow fast and to make the stalks grow tall and strong. The Indians often used fish in this way to **fertilize** their corn.

For two or three weeks after the corn was planted, men had to watch the cornfields day and night to keep the wolves away. What do you think the wolves wanted? They wanted the fish. Nowadays farmers sometimes have to watch their cornfields in the daytime to keep the crows away. The crows like to eat the corn. However, in the days of Squanto, wolves were numerous, and they wanted to eat the fish. If they had not been kept away, they would have come and dug up both the fish and the corn.

Do not forget Squanto, the corn planter. He was used by God to help the early Christian settlers from England survive in the new land of America.

## Vocabulary Word

**fertilize:** to make (an egg, plant, or soil) able to grow, develop, and bear fruit or offspring

## Comprehension Questions

1. What did the Pilgrim settlers find in a basket when they arrived in America?
2. How had Squanto learned some English?
3. What did Squanto put in each hill of corn? Why?

## Extension Activity

*Let us Plant Something:* Did you know that no matter what season it is, you can still plant something indoors, and you do not always need seeds? It is possible to grow a pineapple plant from the top of a pineapple. Cut the pineapple top off the pineapple with a little pineapple fruit still attached to it. Fill a shallow pot with potting soil. Stop adding soil two inches below the top of the pot. Place the top of the pineapple in the pot, burying the area below the green part in the soil. Put the pot in a sunny area and keep it watered. After a few weeks, you will see shoots coming out of the soil around the pineapple top. This is the beginning of a short, stout bush.



# At the First Thanksgiving

As you know, the first Thanksgiving in America was held at Plymouth Colony and lasted three days. It was in the month of November, in the year 1621.



Jennie Augusta Brownscombe's painting of the first Thanksgiving <sup>PG. 1923</sup>

The people who lived at Plymouth at the time were called Pilgrims. They had traveled around a great deal; and they had been sick and hungry for a long time. In the spring, however, they had planted corn, peas, and barley. They had planted twenty acres of corn and six acres of peas and barley.

During the summer, the barley grew fairly well, and the corn grew very well; sadly, the peas failed. When autumn came, they had no peas, but they had a good deal of barley and plenty of corn. They also had pumpkins. In the rivers were fish; in the forest were turkeys and deer.

The Pilgrims were not hungry anymore. They were very thankful to God, so they had a great thanksgiving feast.

Now I am going to tell you about some of the people who were present at that first Thanksgiving at Plymouth.

First, there was William Bradford. He was the governor of Plymouth Colony, and he was the one who had told the people to have a time of thanksgiving.

Close to Governor Bradford was William Brewster. He is often called Elder Brewster, for he was the pastor at Plymouth Colony. He preached to the people and prayed with them. Elder Brewster loved books. When he died he had about 300 books—a good many for that day.

Not far from Governor Bradford and Elder Brewster was Miles Standish. We call him Captain Standish because he was a soldier and led the other soldiers of Plymouth when they had to fight.

Captain Standish was not a tall man, but he was very strong and active. He was also very brave. He had a long sword and a heavy gun. The gun was so heavy that he had to carry a prop to hold it up.

At the first Thanksgiving there were fifty-one Pilgrims still alive—twenty-one men, four women, and twenty-six children. Some of the men and boys played ball and had games of running and jumping. All this was too tame for Captain Standish, so he and some of the other soldiers went out for a wolf hunt.

Another man who was present at the first Thanksgiving was the good Indian chief called Massasoit. He was a friend to the Pilgrims, and he came to the feast with ninety of his brave men. I doubt whether the food would have held

out for so many if Massasoit and his men had not brought some with them. They brought five deer and, perhaps, other things.

I suppose that two of the Indians that came with Massasoit were Samoset and Squanto. Samoset had come to Plymouth in March and had cried out, "Welcome, Englishmen!" Squanto was also a good friend. He had taught the Pilgrims how to catch fish and plant corn.

Now if there had been nobody to cook the food and put it on the tables, I imagine there would not have been so much eating. So we must not forget the ladies—the good women and girls. This Thanksgiving would not be very happy without them.

The women and the girls of Plymouth came around the long tables under the trees and put on the turkey, **venison**, fish, roasted pumpkin, and bread. I also suppose they said, "Help yourselves!"

They wore plain dresses, long aprons, and pretty caps. One of the young women was named Priscilla Mullens. She was good at spinning yarn with a small machine called a **spinning wheel**. She was also good at helping the gentlemen to talk when they did not know exactly what to say.

Among the Pilgrim men were four hunters. Governor Bradford had sent them out some days before to shoot wild turkeys and other **game** for the feast. They soon came back with enough to last a week. God had been very kind to the people at Plymouth, and we should follow their good example by showing our gratefulness to the Lord every day.

Sadly, the Pilgrims and the Indians were not always good friends, as they were at the first Thanksgiving!

That first Thanksgiving feast at Plymouth lasted three days. As the years passed, however, the people became too busy to take so much time to be thankful. As far back as I can remember—and much farther, I guess—the Thanksgiving feast has lasted only one day each year.

Now you may listen to a little rhyme. It will help you to remember about that first Thanksgiving at Plymouth.



Night and morn  
Shocks of corn  
Stood 'round Plymouth Town;  
Then a freeze  
Nipped the trees,  
And the nuts came down.

Late that fall  
Indians tall  
Came to Plymouth Town,  
There to eat  
Corn bread sweet  
And turkey roasted brown.

Ready there  
Maidens fair  
Served at Plymouth Town—  
Cakes and pies,  
Bakes and fries,  
And turkey roasted brown!

All the men  
Quickly then  
To the feast sat down;  
Three whole days  
Thanks and praise  
Rose to God on high.

## Vocabulary Words

**colony:** a group of people living in a new place, who keep close ties with their homeland

**venison:** deer meat; meat from any animal that is hunted

**spinning wheel:** a simple spinning machine made with a single spindle, driven by hand

**game:** wild animals hunted for sport or food

**shock:** a pile of sheaves of grain or stalks of Indian corn set up in a field

## Comprehension Questions

1. In what town was the first Thanksgiving held?
2. Why did the Pilgrims have a Thanksgiving feast?
3. Who was the pastor of the Pilgrims at that time?
4. What was the name of the Indian chief in this story?

## Extension Activity

*Remember:* Thanksgiving is a holiday to thank God for all He has done for us. Yet, even if it is not the Thanksgiving holiday, the Bible tells us in I Thessalonians 5:18, "In everything give thanks; for this is the will of God in Christ Jesus for you." What are five things you can think of to thank God for in your life today?

# Yellow King Corn

Let us talk today about a great food crop known as King Corn. We call it Yellow King Corn; but sometimes King Corn is white, and once in a while it is red or blue.

How many of you have seen an ear of white corn? How many have seen a red ear?

Long ago, when the people from Europe came to America, they found out about King Corn from the Indians. The Indians were growing corn. They taught the new settlers how to do it, and soon the settlers were growing corn, too.

Then Europeans carried King Corn across the ocean. Now King Corn is found in many, many lands.

King Corn is very useful. It helps man and beast in more than a hundred different ways.

Corn, as you know, is good for eating as a vegetable for dinner and is used for making cakes and bread. The Indians used to make **hominy** from corn, and people still eat hominy today. Many people in the South eat **grits** with their breakfast, which is also made from corn. Also, the stalks and leaves of corn make food for cattle and sheep. Some parts of cornstalks are used for making paper. Corncobs are good for fuel. Cornhusks are fine for making rugs and baskets.

We also must not forget popcorn balls! The inside of the popcorn grain is snowy white. When the grains pop, they turn inside out and look like tiny puffs of cotton. Then,

when we stick them together, the balls look like snowballs. Yet they are better to eat than snowballs.

We could hardly get along without King Corn, could we? We think of this good food a great deal at Thanksgiving time. Corn is a gift from God. "For how great is God's goodness, and how great is his beauty! Corn shall make the young men cheerful, and new wine the maids" (Zechariah 9:17 KJV).

## Vocabulary Words

**hominy:** dry corn with the hull and germ removed

**grits:** coarsely ground hominy; boiled for food

## Comprehension Questions

1. From whom did the Europeans learn about King Corn?
2. Name three uses of corn.

## Extension Activity

**Food:** Popcorn, also known as popping corn, is a type of corn that expands from the kernel and puffs up when heated. Find an adult to help you and make some popcorn now to enjoy. You may also look up a recipe for popcorn balls in a cookbook or on the Internet. This would be a fun way to eat the popcorn you pop!



## Corn Song

*by Jane Johnston Schoolcraft*

Crooked ear, crooked ear,  
Walker at night.  
Stop, little old man,  
And take not to flight.

Crooked ear, crooked ear,  
Stand up strong,  
Little old crooked man,  
I'll give you a song.

## Extension Activity

*Corn Song and Indian Poems:* Jane Johnston Schoolcraft was the first known American Indian woman writer and poet. Her husband studied and collected Native American writings. The poem “Corn Song” was among his collection. Learn more about the famous Native American poet Jane Johnston Schoolcraft and her husband, Henry Schoolcraft, in the *Student Exercises* booklet to complete this activity.

# Friends from Here and There

**O**n the bank of a great river one day, more than 300 years ago, some men gathered wood and built a campfire. The camp was pitched under a large elm tree. Some of the men who gathered around the campfire were men from England, but most of them were Indians, or Native Americans, including their wives and children.

One young Englishman did most of the talking. He said that he had come over the ocean to be a friend to the Native Americans, and that he wanted to buy some land from them in order that he might live near them.

These First Americans sat still and listened while the young Englishman talked. They looked at his plain clothes and at his broad-brimmed hat. They wondered what sort of man he was. Yet when they looked into his kind, honest face, they felt sure that he was a good man; and they began to trust him. They felt as if they would like to be his friends and to have him for a neighbor.

After some of the Indians had spoken, the young Englishman talked again. By this time, he knew that the Indians would be his friends, and that they would sell him all the land he wanted; so he began to pay them for the land.

The Englishman gave them rolls of cloth, such as they had never seen before. He gave them axes, knives, beads, and red paint. He knew that the Indians liked red paint. He also gave them shirts, shoes, and some guns. The older



Indians kept pretty quiet, but the younger men could not help showing how glad they were to get all those nice things.

Then the Indians gave the Englishman a fine belt of **wampum**. Wampum was something that the Indians made by weaving strings of shells or beads together. They prized wampum very highly. It was money to them.

When they gave the young man the wampum belt, they said, "We will be your friends as long as the sun shines."

Then they lit a big pipe, called a **Calumet** or "Peace Pipe." This they passed around from one to another in order that all might take a puff. It was understood that all who smoked the big Peace Pipe would be friends.

After a while, the sun went down and the stars came out. Then, it may be, the moon came up and smiled across the river at the group under the tree. If so, the Indians most likely pointed to the moon and said, "As long as the moon shines we will be your friends."

The promises of the Englishmen and the Indians, made under that big elm tree, were faithfully kept. A city was built there called *Philadelphia* (fɪˈlɑːdɛlˈfɛə), which means "Brotherly Love"—thus it is called the "City of Brotherly Love."

William Penn, a young settler from England, was the young man who made the treaty with the Indians. He also laid out the city of Philadelphia. The great state of Pennsylvania is named after his father. William Penn first called the state *Sylvania*, which means "forests" or "woods" in Latin. Then the king of England decided to rename it *Pennsylvania*, meaning "Penn's Woods," in honor of the elder Penn.

If you should go to the city of Philadelphia and walk along the bank of the Delaware River, you would find a tall, white stone, or **obelisk**, surrounded by a black metal fence. That stone marks the place where William Penn met the Indians under the big elm tree. The tree blew down in a storm on March 5, 1810; however, we must not forget where it stood or what took place there so many years ago.

### Vocabulary Words

**wampum:** small beads made of shells; white string of beads used for money and jewelry

**Calumet:** long-stemmed sacred tobacco pipe, with many ornaments; a ceremonial pipe used by Native Americans

**obelisk:** a tall, four-sided stone column that becomes narrower toward the top, with a small pyramid at the top of the column

### Comprehension Questions

1. What was wampum?
2. Who was the young Englishman in this story?
3. What is the city of Philadelphia sometimes called?
4. With what did the young settler buy land from the Indians?

## Extension Activity

*Think About It:* The Bible says in Proverbs 18:24, a person who has friends “must himself be friendly.” Think about it. Do you show yourself to be friendly? If you enjoy drawing, create a scene where you and your family or friends are being friendly.



# Horseshoes of Gold

**H**ow many of you have seen a horseshoe? Have you ever found a horseshoe? Who can draw a horseshoe? Most horseshoes are made of iron, but I am going to tell you about some horseshoes that were made of gold.

A long time ago, some 400 years ago, there was a good man in the colony of Virginia whose name was Alexander Spotswood. He was governor of Virginia. He lived down near the sea, where the country is level and sandy. All the English people lived there at that time. Nobody had yet crossed the Blue Ridge Mountains.

Governor Spotswood decided to cross these mountains. He did not know just what was on the other side, and he wanted to find out. Nobody knew what was on the other side, but everybody wanted to know.

Some people thought that just west of the Blue Ridge Mountains would be found large bodies of water, such as great lakes, seas, or an ocean. Others thought that **dreadful** monsters, worse than bears and panthers, would be found there. The governor decided to go and see for himself.

In 1716, Governor Spotswood took a number of gentlemen with him on an expedition over the mountains. They packed up a great many things to eat and drink, for they knew that they would be away from home many days, even weeks. They also took their guns to shoot deer and turkeys on the way and to defend themselves against **hostile** Indians. Of course, they had some friendly Indians as guides.

The governor also brought along a man who wrote down everything they did on this expedition. This man's name was John Fontaine; he was a Huguenot, a Christian from France. He also was a lieutenant in the British Army. He kept a record of all they did in his **journal**.

At first, some of the party traveled in coaches; but when they reached the mountains, they left the coaches, and all rode on horseback.

On they went, through the woods and up the mountain slopes. At last, one day, they reached the top of the Blue Ridge Mountains and looked down on the other side. What did they see? They did not see any large bodies of water. They did not see any dreadful monsters worse than bears and panthers. They did, however, see a beautiful valley with a long river flowing through it.

On the sides of the valley were large forests, but along the river at many places were open meadows covered with tall grass. Here and there they may have seen a herd of deer or a group of buffaloes.

Governor Spotswood and his party went down to the river. Some went in swimming; others caught some fish. They had a good time for a day or two. Then they started back home. When they returned home, they found that they had been gone nearly four weeks. After that, the people of Virginia knew that the country west of the Blue Ridge Mountains was a good land in which to live.

Yet how about the golden horseshoes? I will tell you now.

Before Governor Spotswood and his party made this trip, they did not have horseshoes on their horses. The horses did not need them on the level, sandy land near the

ocean. However, when they reached the mountains, they **shod** their horses with iron horseshoes because the mountains are steep and rocky.

The horseshoes of iron made Governor Spotswood think of horseshoes of gold. He did not want any of his friends to forget their trip over the Blue Ridge Mountains; so to help them remember it, he gave each one of them a **stickpin** in the shape of a little horseshoe made of gold. Eventually, the members of Governor Spotswood's party became known as the "Knights of the Golden Horseshoe."

### Vocabulary Words

**dreadful:** something that causes great fear; very bad or causes discomfort or pain

**hostile:** not friendly; showing harsh or unpleasant actions and feelings; acting as an enemy

**journal:** a book or record recounting personal experiences and thoughts

**shod:** fit (a horse) with a shoe or shoes

**stickpin:** a decorative award pin that is worn on one's jacket, shirt, or hat

### Comprehension Questions

1. Who led the expedition across the Blue Ridge Mountains?
2. What did the party find when it crossed the mountains?
3. What did the members of the party receive to remind them of their trip?

## Extension Activity

*Research:* Horseshoes is an outdoor game that has been around since ancient times. It is still played today. Use an encyclopedia, Internet, or other source to research and find out more about the game. Then gather some friends and family together and try your hand at this game of skill.



## Unit 4

### Life in America

# When New York City Had a Wall

Long ago New York City had a wall. The place was not called New York then, and it was not a city either. It was a settlement mainly of Dutch people, located down on the point of an island, right at the gate of the ocean. The island was called Manhattan Island.

The town at that time was called New Amsterdam, for some of the Dutch settlers had come from old Amsterdam, far across the Atlantic Ocean in the country of Holland.

On three sides of New Amsterdam no wall was needed, for the deep water was on three sides; but on the fourth side, the people built a wall.

At first, the wall was made of logs and dirt. The logs stood up on end, close together, and the earth was banked up against them. The wall reached all the way across the island, from East River to North River. North River is now called the Hudson River. Manhattan Island is narrow down near the point, so the wall was only about half a mile long.

Within that small space, about half a mile square, New Amsterdam stood. On the east, on the west, and on the south was the water; on the north was the wall. The sturdy Dutchmen felt secure. The wall, they thought, would keep the Indians out, and they were not much afraid of anybody coming on the water to attack them.



New York Historical Society Library, Maps Collection

New Amsterdam 1660

Public Domain

However, when the attack did come, it came from the water. A dozen years after the wall had been built, some English soldiers came in ships with large guns, called canons, and captured New Amsterdam. They changed the name to New York, but they allowed the Dutch people to stay.

The English rebuilt the wall and made it stronger. Some parts of it they built of stone. For many years afterward, the town was all inside the wall.

Then the little wall could hold New York no longer. Houses were built outside the wall, farther and farther up the island. Since the day New York City spread beyond the wall, nobody has ever tried again to wall it in. To do so now would take a wall about seventy miles long.

Many cities in the Old World had walls; in the New World very few have had them. The wall that New York once had has all been torn down. It was not left even as a **relic** for the boys and girls who study history. However, we can tell where the old wall stood. It ran across the island right where **Wall Street** is now. If you find a map of New Amsterdam and a map of New York City, you can see how different the place is, then and now. Look for the wall in New Amsterdam and locate Wall Street in New York City.

### Vocabulary Words

**relic:** remains of something from the past

**Wall Street:** a street on Manhattan Island, which is part of New York City; now the main financial center of the United States

### Comprehension Questions

1. What name did the Dutch give to the settlement we now call New York City?
2. Who took over the city from the early Dutch settlers?
3. Is the wall still standing today in New York City?
4. Where did the wall stand in the old city of New Amsterdam?

## Extension Activity

*Movies and History:* Many movies are based on historical facts. A movie that mentions the history of Wall Street is *National Treasure*. This movie takes many facts from American history and uses them to create an interesting fictional story. If you have not seen this movie, ask your parents if you can watch it.

You may also want to do some research on the history of New Amsterdam. Use your local library or the Internet to find out more about this fascinating bit of history.

# The Tea Party at Boston

One winter day in the year 1773, a big crowd of men in Boston met together and arranged for a tea party. Usually a tea party is planned by the ladies, but this one was taken care of by the men.

It was nearly Christmas, and perhaps the day was cold, but the house was crowded. This proved that the men were sincere. In fact, they were angry. They desired more tea, but they were angry because the king of England had sent them some tea and wanted them to drink it.

This, I know, sounds strange, so I must try to explain to you just why it was that these American men were so angry.

At that time in history, all the people of our country were **subjects** of the king of England, but the king and his officers had been doing some things that the people did not like. For example, they had been trying to make the people pay **taxes** in a way that the people thought was wrong.

Finally, the king and his officers decided to try another plan. They said, “We will take the tax off some things, but we will put it on something else—we will put it on tea. They will pay the tax on tea—they like tea.”

However, the king and his officers were mistaken. The Americans did like tea, but they were tired of paying tax to the king, on tea or on anything else, without someone to represent them before the king. So they said, “We will not buy the king’s tea.”



The king or some of his men sent three ships to Boston—three ships loaded with tea. They seemed determined to make the people buy tea. The people were just as much determined that they would not buy tea—at least, not in the way the king wanted them to get it.

Because of all this, the men of Boston held a meeting, as I have said. Thousands of people attended the meeting.

“We are thirsty for tea,” they said, “but we do not want tea with the king’s tax on it. We will not have tea with his tax on it.”

In the harbor were three ships loaded with tea. The king had sent them there, and the king’s officers at Boston said that they must be unloaded there.

Finally, somebody in the crowd asked a question—not very loudly, “Will tea mix with salt water?”

Then somebody else whispered, “Why not have Boston Harbor for a teapot tonight?”



“Sure enough,” said another, “if the king is so anxious for us to use his tea, let us use it in a way he will remember.”

Thus, the talk went on—not out loud, but loud enough for everybody except the king’s officers to hear. “We will unload the king’s tea. We will use up all of it, but we will not drink any of it.” So the men of Boston arranged to have a big tea party that very night.

About the time the clock struck nine that night, somebody began to shout, “Indians! Indians!” Then a loud, fierce war whoop rang through the quiet streets. Yet somehow everybody seemed to expect it—everybody except the king’s officers. Then a troop of about fifty “Indians” came marching down the street.

“Mohawks!” was the cry.

They did look like Mohawk Indians, but nobody seemed to be afraid of them—nobody except the king’s men and sailors on the tea ships.

Straight to the harbor, the “Native Americans” marched. They rushed on board the tea ships. With their tomahawks, they knocked open the chests of tea—350 of them—and out went the tea into the salt water of Boston Harbor! Boston Harbor was a big teapot that night. All the king’s tea was used, and yet nobody drank a cup of it—nobody paid a penny for it.

The king soon heard about that tea party at Boston—and he remembered it! He knew that the fifty men with tomahawks were not Indians. He knew that they were just some men from Boston who were dressed like Indians. He also knew that the people of Boston would not buy any of his tea—tea with his tax on it.



However, the king said, “Those people shall be sorry for that tea party!” As a result, he kept up the quarrel with them until a great war broke out.

That war is known in history as the American War of Independence. It made the people free from the king’s unjust laws and the king’s taxes. The American people refused to be treated as slaves, for they knew that the true King and Judge of the earth, Jesus Christ, had given them the birth-right of liberty.

## Vocabulary Words

**subjects:** persons under the authority or control of a ruler or government

**taxes:** an amount of money that a government requires its people to pay for services provided

## Comprehension Questions

1. Why were the men of Boston angry?
2. Where did the men unload the tea?
3. Was the king of England happy with the tea party in Boston?

## Extension Activity

**Research:** Boston is an important town in American history. Pretend you are planning a trip to Boston, Massachusetts. Use the encyclopedia, the Internet, or a book from the library to research Boston and pick seven historical sites you would like to visit. Complete this activity in the *Student Exercises* booklet.

# The Tea Party at Edenton

**Y**ou remember about the Boston Tea Party, do you not? That was in December 1773.

A few months later, a famous tea party was held at Edenton, in the Old North State—North Carolina. Edenton is at the head of **Albemarle Sound**. Ships may easily reach the place; and in the days of long ago, it was an important tea market.

In those days, nearly everybody drank tea. Frequently, ladies and gentlemen would meet together and spend an evening talking and drinking tea. Such a party was called a tea party.

The tea parties in Boston and Edenton, however, were very different. At Boston it was a men's party—the ladies did not participate; at Edenton it was a ladies' party, but they did not use any tea!

Both those parties were strange, were they not? At Boston there was a tea party without ladies; at Edenton there was a tea party without tea! I have told you about the party at Boston; so I must tell you about the party at Edenton.

The ladies of Edenton, like the men of Boston, were more or less angry. They did not believe that the king's government had the right to tax their tea. In fact, they went so far as to say that the king ought not to tax anything they used unless he let them take part in making the laws.

So the ladies of Edenton had a meeting—a party. Fifty-one of them met at the house of Mrs. Elizabeth King.

They elected a **chairwoman** and had one speech after another.

One speaker said, "I do not think the ladies of Edenton ought to use tea at all while the king is taxing it. I, for one, will never use it again unless the tax is removed."

Another lady said, "My teacups shall be empty of tea unless the tax is soon taken off."

A third woman declared, "I would rather drink tea made of raspberry leaves than of tea that had the British tax on it."

All who spoke seemed to agree that if they should drink tea and pay the hated tax they would be giving up their **liberties**.

"Therefore," they declared, "we will not drink tea—we will not buy anything from England until the tax is taken off."

Somebody wrote those brave words down, and all the ladies put their fair hands to them. That is to say, each lady signed her name to the paper.

It must have been hard on the people of Edenton to go without tea; but they, like the people of Boston and many other places, did do without it. They drank no more tea, and they had no more tea parties, until the American War for Independence was over and they could buy tea again without paying tax to the king.

## Vocabulary Words

**Albemarle Sound:** a *sound* is an inlet of the ocean; this sound is sixty miles long and is named after George Monk, the Duke of Albemarle

**chairwoman:** a woman put in charge of a meeting

**liberties:** rights and freedoms possessed in common by the people of a free country

## Comprehension Questions

1. In which state is the city of Edenton located?
2. How was the party at Edenton different from the one at Boston?
3. How did the ladies decide to protest the unjust tax?
4. Where did the ladies meet to discuss their protest plans?

## Extension Activity

*Let us Have a Tea Party:* There are many types of teas: black teas, green teas, sweet teas, fruit teas, herbal teas, and more. Some teas are even a good source of vitamins. So, get some friends together, and pick a tea you think you would like, whether it is iced or hot tea. Then make or buy some cookies to enjoy with the tea, and have a party—a tea party.



# The Liberty Bell

I am going to tell you about a big bell that I once saw. It is an old, old bell, and it has a long crack in it because somebody struck it too hard. It is a very famous bell. Most likely, every boy and girl in this country has heard of it.

I had often heard of this bell, and one morning I visited the city of Philadelphia where it is kept. Do you remember the other name for this city? It is called the City of Brotherly Love. Then I went around to a big building and waited at the front door. It was almost nine o'clock.

Just as the clock struck nine, the door opened, and I walked in. Right in front of me was the big old bell. It is as tall as a man, and it weighs more than a **ton**. It hangs fast to a strong old piece of wood; however, it is cracked badly so it does not ring anymore. If it were rung again, it might crack even more.

This old bell is called the Liberty Bell, and it is very dear to all our people. On the bell are some words from the Bible that say something about liberty. "Proclaim liberty throughout all the land unto all the inhabitants thereof" (Leviticus 25:10).

In the past, the old Liberty Bell was put on a train and carried to other cities. Once it was taken to Chicago. At another time it was taken to San Francisco—thousands and thousands of miles away. Today the famous bell is kept in a glass chamber as part of the Liberty Bell Center in the heart of the city of Philadelphia.

Now, let us learn this little rhyme:

Liberty Bell, Liberty Bell,  
Once again your story tell;  
One, two, three,  
Ring for me,  
Ring and ring, O Liberty Bell!  
Liberty Bell, Liberty Bell,  
I would know your story well;  
One, two, three,  
O'er land and sea,  
Ring and ring, O Liberty Bell!

## Vocabulary Word

**ton:** 2,000 pounds; also called a “short ton” in the U.S. measurement system

## Comprehension Questions

1. How did the old bell get cracked?
2. What is the official name given to the old bell?
3. Is the famous bell still rung?
4. Where is this famous bell usually kept?

## Extension Activity

**Research:** Philadelphia is another important town in American history. Pretend you are planning a trip to Philadelphia, Pennsylvania. Use the encyclopedia, the Internet, or a book from the library to research Philadelphia and pick seven historical sites you would like to visit. Complete this activity in the *Student Exercises* booklet.



# The First Fourth of July



A long time ago, American colonists began to think that they should form their own country, instead of being under the control of the British. One day, in 1776, five men were appointed by the **Continental Congress** to write a letter to the world. One of the five men was old—seventy years old. His name was Benjamin. Two of them were middle-aged. Their names were John and Roger. The other two were young men, and their names were Robert and Thomas.

Most of the letter was written by one of the young men by the name of Thomas. He was tall and had sandy hair. His eyes were gray and often sparkled like two stars. He was strong and liked to ride horseback.

Thomas dipped his quill pen into the ink and scratched away on the paper until the letter was finished. When the other four men read it, they liked it very much; and later, when the members of Congress read it, they liked Thomas's work as well. As a matter of fact, they liked it so well that they asked him to make only a few changes.

Soon after the letter was written, someone rang the big old bell called the Liberty Bell, which you just read about. Men also began to toss their hats into the air and shout. **Tradition** has it that a few days after this letter to the world was written, the big bell rang to summon the people of Philadelphia to hear it read. They shouted because the letter to the world had been written and signed. It was signed by the five men who wrote it, and also by fifty-one other men of the Continental Congress.

Do you know the full name of the young man who wrote that letter? The young man's name was Thomas Jefferson. He became the third President of the United States. The men who helped him were Benjamin Franklin, John Adams, Roger Sherman, and Robert Livingston.

That famous letter is now known in every part of the world. In the United States of America, it is printed in most of the history books that boys and girls study in school. It is called the **Declaration of Independence**.

The Declaration of Independence was signed on July 4, 1776, in the city of Philadelphia. You have all heard that the

Fourth of July is called Independence Day. That is the reason we celebrate the Fourth of July every year.

## Vocabulary Words

**Continental Congress:** the meeting of men who represented each of the thirteen American colonies; made decisions for the American people

**tradition:** stories or beliefs passed down from generation to generation

**Declaration of Independence:** a paper written a few months after the American War for Independence began; explained why Americans wanted to be free

## Comprehension Questions

1. Name the five men who wrote a letter to the world that explained why the American colonies wanted to be free.
2. Who wrote most of the letter?
3. What was the letter called?

## Extension Activity

*Did You Know?* Firework displays are a traditional way to celebrate America's first Fourth of July. Did you know that fireworks date back to seventh century China, where fireworks were invented? Learn about fireworks from a book or the Internet.

When the Fourth of July comes around this year, try to remember all that took place, and all who fought, so that we may be free. Be sure to take part in some Independence Day events in your neighborhood, town, or city. This is a wonderful way to honor those who sacrificed so much for our liberty.



# Betsy Ross's Needle



I am going to tell you about Betsy Ross and what she did with her needle.

Betsy Ross was a pretty, young woman. Her husband had been a soldier in the Colonial Army and had died in the early days of the American War for Independence.

Mrs. Ross lived in a little house in a big town. The town was Philadelphia. Remember that the word *Philadelphia* (fī'lə•dēl'fē•ə) means "Brotherly Love." In this town, Betsy Ross learned how to become a wonderful seamstress. She could sew well and made nice things with her scissors and needle.

One day, three gentlemen came to Betsy Ross's house. One of those gentlemen was General George Washington. Those gentlemen wanted Mrs. Ross to make a proper, new flag for America, with stars and stripes on it. General Washington told Mrs. Ross what he thought would make a nice flag. He showed her what kind of stars to make. The stars he made had six points.

However, Mrs. Ross said, "General, stars do not have six points—they have only five points." With her sharp scissors Mrs. Ross clipped out a star with five points.

When General Washington saw it, he said, "You are right, madam; make the stars with five points."

After the gentlemen left, Mrs. Ross worked fast on the new flag. She put long stripes of white and red on it. In one corner she sewed on a big square of blue, and on the square of blue she sewed thirteen white stars. Each of the white stars had five points. The stars stood for the thirteen colonies in America.

When General Washington and the other gentlemen saw the new flag, they were very pleased with it. They said that it was a fine flag and that Mrs. Ross did a good job.

Betsy Ross had no sewing machine because nobody had sewing machines in those days. Nevertheless, she made her fingers fly. Her needle seemed to dance merrily on the red and the white and the blue.

The red in the flag means that the American people should be **brave**; the white means that they should be **good**; and the blue means that they should be **true**.



With needle and with thread,  
She sewed the stripes of red;  
She made them fit just right  
Beside the stripes of white.

She made a square of blue,  
Because good men are true;  
She made the stars of white,  
Because they give us light.

## Vocabulary

**brave:** showing courage; to stand up against danger, fear, or difficulty

**good:** being kind, helping others, and doing what is right

**true:** steadfast, loyal, honest

## Comprehension Questions

1. What happened to Betsy Ross's husband?
2. What type of work could Betsy Ross do well?
3. Who asked Betsy Ross to make the first American flag?
4. How many stars did Betsy sew on the first flag? Why?

## Extension Activity

*Did you Know?* The Fourth of July was traditionally celebrated as America's birthday, but the idea of a day for celebrating the flag is believed to have originated in 1885. However, it was not until August 3, 1949, that President Truman signed an Act of Congress designating June 14 as National Flag Day. Learn more about Betsy Ross and our flag from a book or the Internet.





# Crossing the Delaware

You may have seen a picture of some soldiers holding a flag in a boat surrounded by big chunks of ice floating in the water. These words are found under the picture, which are also its title: *Washington Crossing the Delaware*.

I am going to tell you the story of that picture.

The Delaware is a big river that flows down into the Delaware Bay between the states of Pennsylvania and New Jersey. Pennsylvania is on the west side, and New Jersey is on the east side.

In the year 1776, during the American War for Independence, the British army forced General Washington and his little army south from New York, through the state of New Jersey, and across the Delaware River into the state of Pennsylvania. If Washington had not gathered up all the boats for many miles up and down the river and taken them over to his side, the British would have crossed the river after him, into Pennsylvania.

As it was, the British thought they were rid of Washington, and they believed that the war would soon be over. One of the British generals began to pack his trunks and get ready to go back to England. He thought the war was just about to end.

However, the war was not over, even though the American people were much discouraged and the American soldiers were ragged, hungry, and cold. Washington decided that a big Christmas gift would do all of his people good,

and he proceeded to get them one. That is the reason he crossed the Delaware—he went back into New Jersey to get the Americans a Christmas gift.

It was Christmas night. At Trenton, New Jersey, a thousand men were sleeping. They were **Hessian soldiers** fighting under the British flag. They had eaten their Christmas puddings and drunk their Christmas wine; they had laughed and danced and sung; now they were fast asleep. Washington crossed the Delaware to get those thousand men.

Yet crossing the Delaware was a hard job. The weather was bitter cold. The river was wide, and the water was cold as ice. Big chunks of ice were floating in the water. It was hard to keep them from smashing the boats. The wind blew its freezing breath across the valley; and towards midnight, snow and sleet began to fall.

In Washington's little army were some sailors and fishermen. Often they had been out on the cold waters, battling with winter storms. They rowed the boats that carried Washington and his men across the Delaware.

They found it no easy task, and it took them ten long hours. The army began crossing about dark. Back and forth across the wide river, dodging the chunks of ice, the strong fishermen rowed the boats. It was four o'clock in the morning before all the soldiers were across.

The men who traveled across first had to wait nearly all night for the others to come. They could not make fires for fear the enemy's soldiers would see them; so they tried to keep from freezing by walking back and forth upon the frozen ground. As it was, two men died from the cold before they reached Trenton, nine miles away.

It was daylight before Washington and his men reached Trenton, but the enemy forces were still asleep.

Washington's army entered Trenton from two sides. They drove in the guards, planted their cannons so as to sweep the streets, and fixed their **bayonets**. Then a gun boomed out, and the enemy began to wake up.

Then it was too late. As the Hessians rushed out into the streets—many of them still half asleep—they looked into the mouths of Washington's cannons and ran against the sharp points of the American bayonets. Their commander fell mortally wounded, and they had to **surrender**.

Washington then went back across the Delaware into Pennsylvania. However, he took with him almost a thousand prisoners. They were his Christmas gift to the American cause. It came the day after Christmas, but the people were just as glad to receive it and were encouraged by it—just as much as if it had come the day before Christmas.

Whenever you see that picture, *Washington Crossing the Delaware*, you will not forget how brave the deed was, and how much Washington and his men suffered that Christmas night to help their country gain its freedom.

## Vocabulary Words

**Hessian soldiers:** German soldiers who served with the British army during the American War for Independence

**bayonet:** a long blade that can be attached to the muzzle of a rifle for use like a spear in hand-to-hand fighting

**surrender:** to stop fighting and give up to their enemies

## Comprehension Questions

1. What is the name of the river between the states of Pennsylvania and New Jersey?
2. Why did some of the British think that the war was almost over?
3. The German soldiers who fought under the British flag were called what?
4. What did George Washington and his army do in Trenton?

## Extension Activity

**Research:** Do you know where to find the Delaware River on a map of North America? Use an atlas, encyclopedia, Internet, or other source to find the Delaware River. Look between the states of Pennsylvania on the west side and New Jersey on the east side. Locate the city of Trenton where the Americans defeated the Hessians.

# Cynthia's Cow

Cynthia Smith was a little girl who lived in South Carolina more than 200 years ago. When the War for Independence began, she was just seven years old.

Cynthia had a pet calf. It was red and white, and Cynthia thought it was very pretty. She and the calf were great friends.

When the Declaration of Independence was signed, Cynthia was eight; and when someone read the Declaration, she listened eagerly. In the Declaration are two words that she liked very much. They are “free” and “equal.”

“Free ’n Equal!” cried Cynthia. “I’m going to name my calf ‘Free ’n Equal!’”

And so she did. “Free ’n Equal” learned to know her name and seemed well pleased with it.

Toward the end of the American War for Independence, the British General Cornwallis led his army of **redcoats** into South Carolina. They came and camped near Cynthia’s home. Cynthia by that time was eleven or twelve years old.

What about “Free ’n Equal”? “Free ’n Equal” was no longer a calf—she was a fine milk cow. She supplied Cynthia and her mother with good milk, but she was still a pet. She and Cynthia were still close friends.

One day, when Cynthia came home from an errand, “Free ’n Equal” was gone. Where do you think she was?

The redcoats had come and driven her away. They had taken her to their camp, for they, too, liked good milk.

Cynthia cried bitterly. She was almost heartbroken. She felt that she could not give up her cow, yet she did not know how to get her back.

At last she said, "Mother, I am going to see General Cornwallis and ask him to let me bring 'Free 'n Equal' home."

Her mother said, "Child, it is no use. He won't let you have her." However, she finally gave her consent, and off Cynthia trudged. She had to walk three miles over a hot and dusty road to reach the British camp.

Why did Cynthia's father or one of her brothers not go? Can you not guess?

Her father and her five brothers were away from home. They were off with the American army, trying to get a chance to force the redcoats out of the country. Cynthia and her mother were at home alone.

Poor Cynthia's heart beat fast, and her courage almost failed her; but she trudged on. In the British camp were so many soldiers with their guns and bayonets and swords that Cynthia was frightened worse than ever. "But," she thought, "it won't do to give up now."

"Where is General Cornwallis?" she inquired.

Then she was led before the great general.

"Little girl," said he, "what do you want?"

Cynthia tried hard not to let her voice tremble, but it did tremble just a little as she replied, "General, your soldiers have stolen my cow, and I want you to give her back to me."



Then she told him how much she and her mother needed “Free ’n Equal.”

The general listened kindly to what Cynthia said. He smiled a little when she told him that her cow’s name was “Free ’n Equal.”

“You are a sturdy little **rebel**,” he declared, “and you shall have your cow.”

So Cynthia went back home happy.

General Cornwallis did not only send back Cynthia’s cow. He also gave her a pair of silver **knee-buckles**, such as gentlemen then wore, as a present. Cynthia kept those buckles all her life. Whenever she took them out and looked at them, she remembered how the British general had called her a “sturdy little rebel.”

## Vocabulary Words

**redcoats:** the word Americans often used to refer to British soldiers because they wore red coats as part of their uniform

**rebel:** a person who resists authority or control; freedom fighter

**knee-buckles:** buckles used to fasten knee-length pants just below the knee

## Comprehension Questions

1. In what state did Cynthia Smith live?
2. What name did Cynthia give to her pet calf?
3. Who took Cynthia’s pet cow?
4. Who decided to give the cow back to Cynthia?

## Extension Activity

*Pet Name Research:* Do you have a pet? Did you know that there are books and websites to help you pick a name for a pet? Go to the library and look up books or use the Internet to look up websites on pet names. Even if you are not planning on getting a pet, looking up names of a pet can be useful if you like to write stories. Good characters in a story need good names, even if they are pets, such as Cynthia's cow, "Free 'n Equal." (Here are two websites that are a good place to start: [niftypetnames.com/](http://niftypetnames.com/) or <http://www.petnames.net/>.)

# Nancy Hart's Dinner

Nancy Ann Morgan Hart lived in Georgia, long ago. Her house was a little cabin, way out in the wild woods. She and her children lived in that cabin in the woods, but they were not afraid.

Nancy was tall and strong. She was over six feet in height, and she was stronger than some men. She was also very brave; and she could ride a horse and shoot a gun. She knew how to shoot deer, catch fish, and trap rabbits and other animals. In those ways, she obtained food for herself and her children. I suppose she also had a garden in which she grew corn, potatoes, and maybe some watermelons.

One day, six soldiers came to Nancy Hart's cabin. It was war time, and soldiers were all over the country. Only Nancy and her daughter were home at the time.

Those soldiers who came to Nancy Hart's cabin had on red coats. They were **Tories**, who were fighting for the British. Nancy did not like Tories, but she did not tell them so.

She smiled and said, "Come in."

She had a sweet voice.

The soldiers came in and insisted that Nancy feed them.

"We want dinner," they said.

"All right," replied Nancy, "sit down and rest. I'll get dinner for you in a jiffy."

She flew around and soon had dinner on the table. The redcoats were much pleased. "She is our friend," they thought. They stood their guns up against the wall and sat down to dinner.

Nancy waited on them in fine style. She was here, there, and everywhere—just as polite as she could be. The soldiers thought, "What a good dinner! What a nice time we are having!"

However, the next thing they knew Nancy had hidden their guns! While the Tories were eating and drinking, she had passed the guns to her daughter, who was outside.

Nancy then stood in the door with her own gun and said, "Finish your dinner, gentlemen; you are my prisoners."

They did not want to be her prisoners, however. One jumped up to grab her, but she shot and wounded him. Her daughter quickly gave her another gun, and just in time. Another Tory went after Nancy, but she shot and killed him. Her daughter gave her a third gun, and after that, the other four sat completely still.

One thing that helped Nancy was the fact that she was **cross-eyed**. This is what people say; and so they say that the soldiers could not tell which way she was looking; they could not tell which way she might shoot the next time.

Nancy sent word for help, and her husband and neighbors came to help her. Not one of the soldiers got away. The people of Georgia loved Nancy Hart because she was brave and because she did what she could to help her country.

## Vocabulary Words

**Tories:** American colonists who supported the British cause during the War for Independence

**cross-eyed:** eyes of someone that are turned toward his or her nose

## Comprehension Questions

1. What did the soldiers require Nancy Hart to do?
2. What did Nancy Hart do to the soldiers?

## Extension Activity

*Information on a Heroine:* A *heroine* is the word for “a female who is considered a hero, a woman known for courage and action.” Nancy Ann Morgan Hart is a true heroine of the American War for Independence, who personally killed one and captured five British Tories (men loyal to the British crown instead of the colonies). She bravely held them captive until her husband, Benjamin Hart, returned home. The cabin where Benjamin and Nancy Hart lived was located about twelve miles from the present-day city of Elberton, Georgia. In her honor, the county is now named Hart County, and a town nearby is now named Hartwell. Also, Lake Hartwell, Hartwell Dam, Hart State Park, and Nancy Hart Highway (the first highway in America named for a woman) were all named after her.

*Research:* Do you know what *self-defense* means? Look up the meaning of this word in a dictionary. Use an encyclopedia, Internet, or other source to learn more about why self-defense is important to know. Is self-defense legal? Write a paragraph on why Nancy Hart needed to defend herself and what you can learn from her story.



# Planting Thirteen Trees



Once a great man planted thirteen sweet gum trees. I want you to remember his name if you can—his name was Alexander Hamilton.

Alexander was born in the West Indies, but he became orphaned as a child. Since he is was very smart and a hard worker, wealthy men sent young Hamilton to study at King's College in New York City. Later, he became a great lawyer. He was also a brave soldier. He was a colonel in the American War for Independence. After the war, he settled in New York City.

The old part of New York City is on an island about thirteen miles long. Do you remember the name of that island? It is called Manhattan Island. Mr. Hamilton's home was toward the upper end of this island. At that time, there must



have been some farms there, for he called his home "The Grange," which means "The Farm." It was at The Grange that Hamilton planted thirteen gum trees in a circle.

How many of you have seen a gum tree? A sweet gum tree looks a little like a maple tree, poplar tree, and oak tree combined; yet it is different from them all. Its bark is rough, like the bark of a white oak, but it is darker in color. In the woods, a gum tree grows rather tall and straight, like a poplar tree. In the fall of the year its leaves turn to a beautiful red and gold, like maple leaves and oak leaves. Yet the sweet gum leaves are more like maple leaves, but with only five smooth points on its leaves.

Mr. Hamilton had helped General Washington, Mr. Madison, and others to establish the United States. He was very proud of the great union of states, and he was hoping that it would grow larger and stronger.

In the Union at that time, there were just thirteen states. On the flag there were just thirteen stars. That is the reason why Mr. Hamilton planted thirteen trees.

If you should ask me why he chose gum trees, I think I know the reason why. Gum trees are very hard to split. Mr. Hamilton did not want anything to split the Union or any state in it. He wanted it to stay together.

The union of thirteen states grew, as Mr. Hamilton hoped it would. The thirteen trees also grew until they were tall. They reached out their branches and touched one another, just as good friends do when they form a circle. That part of the city of New York where Mr. Hamilton planted the thirteen trees is now called Hamilton Heights. Yet I am sorry to tell you that the trees are all gone. In the first place, they stood so close together that they choked one another. In the

second place, visitors thought so much of Mr. Hamilton that each visitor wanted to cut off a little piece of one of the trees he had planted and carry it away as a relic. Because of this, all the trees died.

The house in which Mr. Hamilton lived is still standing. In 1889, however, his house was bought by St. Luke's Episcopal Church and moved next to where the congregation built a new building. Then, in 1962, it was purchased by the National Park Foundation; and, in 2008, Hamilton's house was moved once more to St. Nicholas Park, which is still on Hamilton's original estate. Now you can visit The Grange when you go to New York City.

## Comprehension Questions

1. What did Mr. Hamilton call his home?
2. Why did Mr. Hamilton plant thirteen gum trees?
3. Why did the author believe that Alexander Hamilton planted gum trees?
4. Where is Alexander Hamilton's house now standing?

## Extension Activity

**Money and History:** Looking at America's currency, or money, you can learn about history. Alexander Hamilton, the nation's first treasury secretary, is on the ten dollar bill. America's first President, George Washington is on the one dollar bill. To complete this activity, find out who is on each of the U.S. coins and bills in the *Student Exercises* booklet.



# Chucky Jack and His Horse

There was a brave man who lived about 200 years ago. His name was “Chucky Jack.” He was born in Virginia, but he is buried in Tennessee. Most of his lifetime he lived in Tennessee.

I know that you are wondering why this man had such a funny name—“Chucky Jack.” His name is rather unusual, is it not? Well, I will tell you why he was called “Chucky Jack.”

His real name was John Sevier, but his friends liked nicknames, so they called him Jack. He lived near a beautiful river, which is called the **Nolichucky River**. I imagine the river was named by the Indians.

Now you see, because John was Jack, and because he lived near the Nolichucky River, he was called “Nolichucky Jack.” That was his nickname.

People, however, also like short names. “Nolichucky Jack” was too long. The hunters of Tennessee did not always have time to say “Nolichucky Jack,” so they cut off the first part and just said “Chucky Jack.”

Now, I promised to tell you about Chucky Jack and his horse. Chucky Jack had more than one horse, but he had one that he liked best of all. It could run faster than any of the others. In fact, it is said that this horse could run faster than any other horse in Tennessee.

In those days, when Chucky Jack often had to go after bad Indians, he needed a horse that could run fast.



One time, Chucky Jack was arrested. He was taken to town and was in danger of being put in jail. Some of his friends were afraid that he might be **hanged**.

Now if Chucky Jack had been a bad man, he ought to have been put in jail; but he was not a bad man. Most people were certain that he should not have been arrested.

So his friends went to town to help him. They did not know just what to do because they did not want to hurt anybody.

At last, they thought of a plan. They got Chucky Jack's horse—the one that could run very fast—and led her to town. They put a bridle and a saddle on her and let her stand right in front of the courthouse door. When Chucky Jack looked out, he saw his horse. He knew her, of course. He also knew that his friends had brought her there.

Then one of his friends, whose name was Cosby, came walking into the courthouse. He went right straight up to the judge and began talking with him. He raised his hand and talked so loudly that everybody looked and listened.

Just at that moment, when everybody was looking at Cosby, Chucky Jack jumped up, ran out of the courthouse, and leaped on his horse. As soon as he touched the saddle, his horse started off as fast as it could run. His horse ran out of the town, into the woods, and into the mountains. It kept on running until it carried Chucky Jack safely home.

## Vocabulary Words

**Nolichucky River:** a major stream that begins in the Blue Ridge Mountains of western North Carolina and flows roughly westward into eastern Tennessee

**hang:** a form of punishment, in which a criminal is killed by having a rope tied around his neck and then being suspended in the air

## Comprehension Questions

1. What was John Sevier's nickname?
2. Why did Chucky Jack's friends help him escape from the courthouse?

## Extension Activity

**Research:** Chucky Jack (a.k.a., John Sevier) decided to stop the political struggle that was taking place at this time. What was that struggle? It was over land that both North Carolina and the newly formed State of Franklin claimed. This land was named after one of the Founding Fathers of the United States, Benjamin Franklin. The new state had separated from North Carolina and tried to become the fourteenth state of the United States. Use an encyclopedia or the Internet (for example, visit <<http://www.northcarolinahistory.org>>) to learn more about the life of John Sevier and the State of Franklin.

In the end, Chucky Jack and other leaders of this failed venture crossed the mountains into North Carolina and surrendered to authorities in February 1789. They stood trial, but their only punishment was to take an oath of loyalty to the State of North Carolina.



# Davy Crockett and the Bears

**D**id you ever hear of Davy Crockett? He was a great bear hunter. He was out in the woods so much that he learned all about bears.

He knew what bears liked to eat and where they liked to sleep. Often he would look into a cave in the rocks or into a hole in a big hollow tree and find a bear.

Sometimes he would find a tree with scratches on it, made by a bear's sharp claws. By looking at the scratches Davy Crockett could tell whether the bear had climbed up the tree or down.

At one time Crockett owned eight big dogs. These dogs went with him and helped him to hunt bears. Sometimes, when the dogs found a bear and held it fast with their sharp teeth, Crockett would go right up to the bear and kill him with his big knife.

If the bear was up in a tree, he would shoot it with his rifle. Whenever the rifle cracked, the bear would come tumbling down, for Davy Crockett was a good shot. When he took aim and pulled the trigger, he hardly ever missed.

When bears are fat, their meat is good to eat. Davy Crockett and his neighbors liked bear meat and often used it instead of beef or pork.

All of his neighbors knew that Crockett was a good bear hunter, so they were always anxious for him to go along when they went out to hunt bears.

One time when one of his neighbors was out of meat, he asked Crockett to go hunting with him. They went out into the woods and stayed two weeks. By that time they had killed fourteen bears. Then, you may be sure, the man and his family had plenty of meat for a long time.

At another time Crockett saw a poor man who was working very hard. The man looked pale and sick. He said that he and his family had no meat to eat. Crockett said, "Come along with me; let's kill some bears."

They took their guns and went out into the forest. Before night they had four bears, and by the end of the week they had killed thirteen more. They divided the meat, and the poor man had enough to last him and his family a year. One night when Crockett was out hunting bears, he became wet as he waded through a river and almost froze to death, for it was cold. It was so dark that he could not find his way back to camp. He tried to make a fire, but the wood did not burn enough to make him warm.

At last, he found a way to make him warm, but you could never guess what he did. Do you want to know?

Well, this is what he did. He found a tree that was tall and smooth. He climbed up this tree, then locked his arms and legs around it and slid down. He slid down fast.

Then he climbed up again and slid down again in the same way. This he kept up until daylight, and thus he kept from freezing to death.

In one month this great hunter killed forty-seven bears; and in one year he killed one hundred and five. At the same time, he did many other things besides hunt bears.

## Comprehension Questions

1. Who was Davy Crockett?
2. What did Davy Crockett take with him when he hunted bears?
3. How many bears did Crockett kill in one year?

## Extension Activity

*Research:* Davy Crockett is an American folk hero. He was a soldier and a politician. He died at the famous Battle of the Alamo. Use the encyclopedia, the Internet, or a book from the library to research more about Davy Crockett.



# White King Cotton

Today I am going to tell you about another wonder of God's creation. But first I shall tell you a little story about a young man who had wheels in his head.

This young man's name was Samuel Slater, and he lived in England as a young boy.

Samuel Slater worked in a cotton mill. He saw the wheels go round every day; he heard the big machines buzz and rattle. He saw the long white threads come out, and he saw the threads woven into strong, white cloth.

And Samuel Slater not only saw and heard; he also took hold and helped. As I said, he worked in a cotton mill.

And there was something else that he did; he thought in a cotton mill. All that noise and bustle could not keep him from thinking. The cotton mill was his lesson. He studied the cotton mill every day.

One day Samuel Slater heard a piece of news that caused him to open his eyes. It had come across the sea. It was a piece of news from America.

And this is the bit of news that Samuel Slater heard:

"The people in America want a new cotton mill. They want a cotton mill like the mills in England."

What do you think Samuel Slater said? He said, "I'm going to America to build a cotton mill."

And that is just what he did. He got on a ship, came over to America, and built a new cotton mill like the ones in England.

But the king of England would not let anybody carry cotton machines out of England. He would not even allow a picture of a cotton machine to be carried out.

So Samuel Slater had to go to work, when he got to America, and make his own machines. He had no pictures to look at. He had no books to read. The king of England would not let him bring any helpful information from England.

So he just made the machines from memory. He built the whole mill from the pictures in his mind. This is the reason why I spoke of him as having wheels in his head.

In England he had studied while he worked. The mill was his lesson. He had learned his lesson. Then he was able to come to America and build a mill from memory.

Samuel Slater made a great deal of money. He also helped the American people to have plenty of cotton goods. Mr. Slater helped to make cotton king.

Cotton grows in many parts of the world, but more grows in the United States than anywhere else. In the South, where the sun shines warm, cotton grows best. King Cotton likes a warm day.

A big cotton field in bloom is very beautiful. The green buds burst open white. The branches of the plants are full of buds and are close together. Then the field of cotton looks like a forest of little trees covered with snow. But when the sun shines this snow does not melt.

Farmers in modern times use special machines pulled by tractors to harvest cotton. These special machines pick off the white bunches of cotton and carry them away. Then the seeds are taken out, and the white cotton is tied up in big bundles called bales.

Next, the bales are put on trucks or on a ship and taken to a mill or factory. There the cotton is spun into threads, and the threads are woven into cloth. Much of our nice, soft clothing is made of cotton.

Some day I will tell you about Eli Whitney. He was another young man who had wheels in his head. He also helped to make cotton king.

Here is an old rhyme about King Cotton:

Old Cotton will pleasantly **reign**  
When other kings painfully fall,  
And ever and ever remain  
The mightiest **monarch** of all.

## Vocabulary Words

**reign:** to rule over something

**monarch:** a king or queen

## Comprehension Questions

1. Who built the first English-style cotton mill in America?
2. How did Samuel create his new cotton mill?
3. In what part of America does cotton grow best?
4. What does a cotton plant look like in full bloom?



## Extension Activity

*Look and Learn:* Look at the label on your clothes. It will tell you if you are wearing clothes made of cotton. The label might say: 50% cotton, 90% cotton, or even 100% cotton. Look now and see if you can find clothes that you are wearing or own that are made from “King Cotton.”

# The Star-Spangled Banner



One morning, just at nine o'clock, a teacher and his class entered a large building in Washington, D.C. They had gone to the capital of the United States to study history.

They had visited Mt. Vernon, the old home of George Washington, and Arlington, the old home of Robert E. Lee. They had gone through the great Capitol building and the beautiful Library of Congress. They had heard the United States Marine Band give a concert on the White House lawn. Now they were going into the National Museum of

American History. This was the large building they entered at nine o'clock that morning—as soon as the doors opened.

They found the museum the most interesting place of all, perhaps. They saw old letters that had been written by famous men; old pistols and swords that had belonged to famous soldiers; old jackets and coats that had been worn in times past; old pieces of machinery that had been wonders in their day. For example, they saw a little old railway engine that was used on one of the first railroads in this country.

All of a sudden, one of the girls called the teacher, and soon the whole class was gathered close around a large glass case. In the case was a big old flag. The colors were not bright anymore, but it was still easy to see what was red, what was white, and what was blue.

“Those stripes are a foot wide,” said Walter.

“Yes,” replied Janet, “and the stars are as big as my hat.”

“I wonder how large the whole flag is,” remarked Virginia.

“Here is a card that tells us,” answered Orena. “It is twenty-seven feet wide and thirty-two feet long.”

“It surely is a whopper!” exclaimed John. “It is almost big enough to cover the side of a barn.”

“At the Battle of North Point,” said the teacher, “this flag was big enough to be seen all over Baltimore.”

The boys and girls looked puzzled, so the teacher went on, “You remember that a few days ago in school we learned to sing our national anthem, ‘The Star-Spangled Banner.’ Last evening the band played it, and all the people stood up. This song, you know, was written by Francis Scott Key. We passed his house in Georgetown yesterday.

“It was during the War of 1812. The British ships were firing on **Baltimore**, and Key was a prisoner on one of the ships. Before the British ships could get to Baltimore, they had to pass Fort McHenry. However, that was not an easy thing to do, for in the fort were a lot of big cannons; and they blazed away at the British ships with all their might.

“The sun went down, but the fight went on. Then it began to grow dark. But the fight went on. At the last gleaming of twilight, Mr. Key looked toward Fort McHenry to see whether the American flag was still flying. It was still there. Clouds of battle smoke were in the way, but now and then he could see the broad stripes and bright stars streaming over the walls of the fort.

“It grew dark, but the fight went on. Mr. Key could not see the fort any longer, but whenever a rocket would shoot up and make a red glare in the sky, or a bomb would burst somewhere in the air, he knew that Fort McHenry was still holding out—that the flag of the fort was still flying.

“But late in the night the noise stopped. Why? Mr. Key did not know. He was afraid that the fort had surrendered—that the flag had been hauled down. He did not sleep much, you may be sure; he was too anxious to know which side had won the battle.

“Before daylight he was up, looking toward the land. Presently it grew lighter, and he could see a little. He could see a big blur on the shore. That, he knew, was the fort. After a while he could see the flagstaff, and he could see that there was a flag on it; but he could not tell yet which flag it was. He thought at first that it might be the British flag—that the British had captured Baltimore.

"All at once, the breeze blew the flag out, and the sun shone on it. It was not the British flag—it was the 'Star-Spangled Banner'! It was still there! Fort McHenry had won; the city was safe.

"Mr. Key was worked up to such a pitch of joy that he took an old piece of paper, which he happened to have in his pocket, and wrote on it, right there and then, the words of our grand national song, 'The Star-Spangled Banner.'

"That was over two hundred years ago, but this old flag here in the case before us is the flag that Mr. Key saw flying over Fort McHenry; and the song he wrote our people have been singing ever since."

"Let us sing it now," said one of the boys. The teacher agreed. The whole class stood close together before the faded old flag and sang:

O say! can you see by the dawn's early light,  
What so proudly we hailed at the twilight's last  
gleaming,  
Whose broad stripes and bright stars through the  
**perilous** fight,  
O'er the **ramparts** we watched, were so gallantly  
streaming?  
And the rocket's red glare—the bombs bursting  
in air—  
Gave proof through the night that our flag was  
still there;  
O say, does that star-spangled banner yet wave  
O'er the land of the free and the home of the  
brave?

It was an unusual thing to sing that song in the National Museum without asking anybody's permission, but no one made any objection. To have stopped that song would have been too much like tearing down the flag.

## Vocabulary Words

**museum:** place where important or interesting things are stored and displayed

**Baltimore:** a city in the state of Maryland

**perilous:** full of danger

**rampart:** a wall for protection

## Comprehension Questions

1. Who wrote the words to the "Star-Spangled Banner" anthem?
2. Why did he write these words?

## Extension Activity

**Memorize:** An *anthem* is a song of praise or loyalty. Where have you heard "The Star-Spangled Banner," the United States' national anthem, sung? Do you know the words by heart? If not, read the words again from the book and sing them to help you memorize our country's national anthem.





# When Chicago Was a Village

Every great city was once a small town—only a village at first. The wonderful thing is how rapidly some villages have grown up into great cities. The United States had many instances of such wonderful growth. For example, more than 200 years ago, Chicago had fewer than a hundred people. Today Chicago has almost three million people.

The name of Chicago, like the name of Quebec, was borrowed from the Indians. It was perhaps derived from an Indian word meaning “wild onion”—a plant that grew abundantly around the place.

Chicago was a famous meeting place for the Indians long before the European settlers came. The first Europeans to visit the place were Frenchmen from Canada.

The first permanent settler was from the island of Haiti. His name was Jean Baptiste Point Du Sable, and he built his house and the area's first trading post around the year 1779. He was a wealthy man who owned land and had established several trading posts on the southern shore of Lake Michigan. Point du Sable has become known as the “Founder of Chicago.”

The first European settler of American birth was John Kinzie. Mr. Kinzie was born at Quebec. He lived in New York City for a while; then he went west and located in the area in 1804. He bought the house that Point du Sable had built twenty-five years earlier. The same year, a fort was built nearby; it was named Fort Dearborn.

During the War of 1812, nearly all the people living around Fort Dearborn, except Mr. Kinzie and his sons, were killed or captured by the Indians; and no one came back to live there until after the war ended. Then the Indians burned the fort, but it was rebuilt in 1816. A part of this old fort stood until the year 1856.

The first regular school in Chicago was opened in 1816—the same year in which Fort Dearborn was rebuilt. The first sermon in English was preached in 1825. French missionaries had no doubt preached there in French many years before.

Chicago grew quickly after 1830. It became an established town in 1833, with a population of 350 people, and within seven years, it had grown to over 4,000 people. In 1837, Chicago was organized as a city.

The first post office was opened in 1831, and the people of Chicago began to get their mail more regularly. The next year, the first frame business houses were erected. Nearly all the buildings up to that time had been made of logs.

Then, in 1834, something came that made a great deal of noise. It churned the water, it burned up a lot of wood, and it blew great clouds of smoke into the air. It was the first steamboat that came to Chicago. Since Chicago is built on the shore of Lake Michigan, it was possible for boats of all kinds to come and go easily.

At the spot where the city started, a river pushes its way out into the lake. This river is called the Chicago River. Fort Dearborn stood near the mouth of the river, and the village clustered around the fort. There John Kinzie lived; and his daughter, Ellen Kinzie, the first non-Indian child, was born.

Today one of the streets in the heart of Chicago is called Dearborn Street; and another that crosses it is called Kinzie Street. Some of the other streets have French names; some have Indian names. A museum on African-American history is named after Jean Baptiste Point Du Sable. Also, a school, harbor, park, and bridge have been named in his honor. The place where Point Du Sable first settled, at the mouth of the Chicago River, has been recognized as a National Historic Landmark. All of these things remind us of the days when Chicago was a village.

### Comprehension Questions

1. Name two of the first non-Indian settlers in the Chicago area.
2. What happened to Fort Dearborn during the War of 1812?
3. Chicago is built on the shore of what lake?

### Extension Activity

*Visiting Museums:* There are many different types of museums. They are large and small and usually feature many items of historical value. A museum to visit when you are in the area of Chicago, Illinois, is the DuSable Museum of African American History named after the first permanent settler of Chicago, Jean Baptiste Point du Sable (visit <<http://www.dusablemuseum.org/>>).



# A Sweet Song

The world loves people who sing. If anybody gives us a good song, we always remember him for it.

We remember Francis Scott Key because he gave us "The Star-Spangled Banner"; we remember Samuel Francis Smith because he gave us "America."

How many of you have heard a song called "Home, Sweet Home"?

A man by the name of Payne wrote that song. His full name was John Howard Payne. He died many years ago, but we love the song so well that we remember Mr. Payne and love him, too.

Payne was once a little boy in New York City. For a while he worked in a store, but he also went to school.

One day his father lost all his money, and John had to stop going to school. This must have made him very sad, for he loved his books.

Presently he said, "I am going to do something to help my father make money." And he did. He began to act in a theater and made some money. This helped his father very much.

After Payne had acted in New York some time, he went to Boston and Philadelphia and Baltimore. Then he went across the ocean to London and acted there.

It was while he was in London that he wrote that sweet song, "Home, Sweet Home." Soon everybody in London was

singing it. Then it was sung in other cities. Everybody liked it so well that in a little while people all over the world were singing "Home, Sweet Home."

Did Mr. Payne get rich? Did he receive a great deal of money for this song? He did not. He gave the world a sweet song, but he died poor.

I am not certain that Mr. Payne ever had a home of his own, but he taught other people to love their homes.

He was in a far-off land when he died. He was buried on a hill near the sea. Then, after many years, a good man had his body brought home to America, where the people like best to sing his song.

In the city of Washington is a beautiful white monument to Mr. Payne. Sometime when you go to Washington you may see it. At any rate, we shall always remember Mr. Payne when we sing "Home, Sweet Home."

### **Comprehension Questions**

1. What famous song did Mr. Payne write?
2. In what city did Mr. Payne live when he was a boy?
3. Why did Mr. Payne have to stop going to school?
4. In what city did Mr. Payne write his famous song?

## Home, Sweet Home!

by John Howard Payne

'Mid pleasures and palaces though we may roam,  
Be it ever so humble, there's no place like home.  
A charm from the sky seems to hallow us there,  
Which, seek through the world, is ne'er met with  
elsewhere.

*Home! sweet home!*

*There's no place like home!*

An exile from home, splendour\* dazzles in vain!  
Oh! give me my lowly thatch'd† cottage again!  
The birds singing gaily that came at my call,  
Give me them, with the peace of mind DEARER  
than all!

*Home! sweet home!*

*There's no place like home!*

## Extension Activity

**Research:** Washington, D.C., is a very important town in American history. Pretend you are planning a trip to Washington, D.C., to see the Payne Monument. Use the encyclopedia, the Internet, or a book from the library to research Washington, D.C., and pick seven historical sites you would like to visit. Complete this activity in the *Student Exercises* booklet.

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\* This is the British spelling of the word *splendor*.

† This is a contraction for the word *thatched* and refers to the material (dried straw, rushes, leaves, etc.) used to cover roofs.





# Robert E. Lee and His Mother



Today I am going to tell you a story about a boy named Robert E. Lee. He was born on the nineteenth of January in the year 1807.

Robert E. Lee's father died when Robert was eleven years old. He had two brothers and two sisters. Some of them were older than Robert was, and often they were away from home. Robert was always at home, so he looked after things around the house and the farm, and he kept them in good shape. He carried a big bunch of keys. In the morning he would go around and unlock the doors; in the evening, about dark, he would go around again and lock them.

Do you wonder why Robert's mother did not carry the keys? I will tell you. His mother was sick nearly all the time. So Robert carried the keys and looked after his mother, too.

For several years Mrs. Lee could not walk, but by the time Robert was seventeen he was strong enough to carry her around in his arms. She liked to go out riding in a carriage; so Robert would hurry home from school in the evening and take her out for a ride.

The big old coach would come up in front of the door. Then Robert would take his mother up in his arms, carry her out, and place her on the cushions. Then he would get in himself, and they would take a long ride. Sometimes he would put old newspapers over the cracks in the curtains to keep out the cold. He did not mind the cold, but his mother did.

Maybe you wonder when Robert had time to play with the other boys. I do not know exactly. I do not believe that he spent very much time in playing.

Perhaps you think that he did not like to play, but he did. He was very fond of play, and he could play well. He was stronger than most boys of his age, and he could run and jump with any of them.

Let me tell you what a runner he was. Sometimes when the gentlemen would go fox hunting, and ride on horseback, Robert would go along on foot. When a fox was started and the gentlemen would gallop away after him, Robert would begin to run.

He would not run as fast as the horses, but often he would keep on running for two or three hours without stopping. What do you think of that for running?

I imagine Robert E. Lee would have won in almost every game if he had gone to play with the other boys; but he knew that his mother needed him at home. So he went home and looked after her.

Robert E. Lee was like George Washington—he loved his mother and tried to do all he could to make her happy.

### Comprehension Question

1. Why did Robert E. Lee carry the keys to the house and often stay at home as a boy?
2. When Robert became seventeen, how did he take care of his mother?
3. Why did Robert not take time to play with his friends as much as he would like to?

### Extension Activity

**Research:** The Robert E. Lee Memorial or Arlington House was named the Custis-Lee Mansion. Use the encyclopedia, the Internet, or a book from the library to research the Robert E. Lee Memorial. Write five facts in the *Student Exercises* booklet to complete this activity.

For example, one interesting fact about Arlington House is that this mansion was built on the orders of George Washington Parke Custis, the step-grandson of George Washington. Now find five more facts through your research.



# Heavy King Gold

Come and hear this short story about Heavy King Gold. Iron is strong and heavy, and lead is heavier than iron. Yet gold is heavier than iron; gold is heavier than lead; so we call gold “Heavy King Gold.”

Perhaps you wonder how there can be so many kings. We have talked about Yellow King Corn, about White King Cotton, about Strong King Iron; and now we are talking about Heavy King Gold.

Well, there always have been many kings in the world. One king rules here, another king rules there, and other kings rule in other places.

So it is with these kings of whom we speak. King Corn rules on the farms; King Cotton rules in the factories; King Iron rules in the shops; and King Gold rules in the banks.

One day, a man in California was digging a big ditch. It was at a sawmill, and he was digging the ditch to carry water away from the sawmill.

In the past, many sawmills were run by water power; and the big ditch that carries the water is called a race.

This man, when the race was dug, stood by it watching the water run through. The water was clear, and he could see the sand and pebbles at the bottom of the race. All of a sudden, the man saw something bright and shining among the pebbles. He climbed down into the race, put his hand into the water, and took up the shining thing. It was about as big as a pea, and it was heavy! It was not clay, copper, or

silver. The man thought it might be gold, but he was not certain. He knew that not everything that glitters is gold.

He took the heavy, shining thing and laid it on a stone. Then he took another stone and pounded it. The heavy, shining thing did not break. It was soft, and it flattened out as he hammered it.

By this time, the man could hardly stand still. He was excited. He looked into the water and found some more heavy, shining things. "Can this be gold?" he said to himself. Then he was excited more than ever. He put some of the heavy, shining things into his pocket, jumped on his horse, and rode forty miles. He wanted to find out what he had. If he had found gold, he wanted to know it; for it is a great thing to find gold.

Sure enough, the heavy, shining things were gold. The man jumped on his horse again, rode back forty miles to the sawmill, and began to dig. In a few days men were digging all around that sawmill as fast as they could. They all wanted gold. Gold was king.

It was not long until people were going to California from all directions. They had heard that gold was there. Gold was king. King Gold was calling them, and the western part of the United States was soon full of gold diggers.

And this is the story of King Gold all over the world. Wherever King Gold is thought to be, there men run to find him. He weighs heavier and he calls louder than any of the other kings. He has his throne in the banks—the banks are his palaces—but he can never make men eternally happy or peaceful.



The only King who can truly give lasting peace and joy is the Lord Jesus Christ. He is the King of kings, and Lord of lords. The Bible warns us not to trust in riches, for as Jesus once said, “For what profit is it to a man if he gains the whole world, and loses his own soul?” (Matthew 16:26a).

## Comprehension Questions

1. In what state did many Americans discover gold?
2. Is lead heavier than gold?
3. Can gold make people happy forever?

## Extension Activity

*Let us Make a Mining Camp:* The California Gold Rush played an important role in the westward expansion of America. Mining camps were everywhere as men and women panned for gold hoping to find it and maybe even get rich. Using the *Student Exercises* booklet, find out how to make your own mining camp and relive part of the experience of the California Gold Rush.



# A White Horse

**Y**ou have all seen white horses, I suppose, but I am going to tell you about a white horse that was very famous. He became famous because he belonged to a famous man. Some day you will read about him in the history books for yourselves.

This white horse had a long name. He was called Traveller.\* I suppose he was given this name because he could get over the ground in a hurry.

This famous white horse, Traveller, belonged to General Robert E. Lee. General Lee rode him during the war between the Blue and the Gray (the War Between the States), and all the soldiers in gray knew Traveller almost as well as they knew General Lee.

They called General Lee “Marse Robert”; and whenever “Marse Robert” would get on Traveller and ride along the road, all the soldiers would wave their hats and cheer. Traveller became so used to this sort of thing that he did not mind it much. I suspect that “Marse Robert” minded it more than Traveller did.

At last the war was over, and General Lee decided to move to Lexington in Rockbridge County, Virginia. Lee went to Lexington to become president of Washington College. He said that he went to the college to do all he could to help bring peace and harmony to the country. General

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\* The name for Robert E. Lee’s horse is spelled the way it is spelled in Britain. In the United States, it is spelled “traveler.”

Lee did such a good job that after he died in 1870, the school changed its name to Washington and Lee University.

In those days, there was no railroad to Lexington, so you may guess how the general went there.

He rode on Traveller.

As he went along the road, mile after mile, he would now and then meet one of his old soldiers. The man would look first at the white horse; then he would look at the gray-bearded rider. Then he would take off his hat. He was so glad to see “Marse Robert” and Traveller once more.

At last, General Lee reached Lexington. There he and Traveller both lived for several years, and there they both died.

## Comprehension Questions

1. What was the name of General Lee's horse?
2. Why did General Lee go to Lexington?

## Extension Activity

*Further Reading:* Would you like to know more about famous horses? Here are two racehorses that you might be interested to read about: Seabiscuit and Secretariat. Use the encyclopedia, the Internet, or a book from the library to research more about these two famous horses.

# Opening the Golden Gate

One summer day a ship turned its head slowly toward the east. It was the ship *San Carlos*. Its captain was a Spaniard named Lieutenant Juan Manuel de Ayala.

On August 5, 1775, as his ship turned toward the east—toward the land—Juan Manuel saw a mountain on the right. He also saw a mountain on the left. But between the two mountains was a wide path of beautiful, blue water. His ship sailed slowly in on the wide path of blue water, between the two mountains.

After he had sailed in five or six miles, Juan Manuel saw the blue water widen out before him into a splendid, big harbor.

Juan Manuel de Ayala had found the Golden Gate! He had sailed in through the Golden Gate into the great harbor of San Francisco.

That was more than 230 years ago, and no city was there then; but we may say that Juan Manuel opened the Golden Gate, and ships have been sailing in ever since.

More than seventy years after Juan Manuel's discovery, the people of the United States hoisted the Stars and Stripes at the Golden Gate. Then, just a year or two later, they found real gold up in the hills nearby and along the rivers that flow down and meet the ocean at the Golden Gate. After that, thousands of people rushed toward the Golden Gate from all over the world, and San Francisco grew from 1,000 to 25,000 people in less than a year. Soon it was a city. The hills

and the sea had been lying there quiet for ages and ages; now every bird that passed and every breeze that stirred the blue waters seemed to say, “Awake! Awake!”

In 1915, thousands of people from all over the world again flocked to the Golden Gate. This time they went to attend a great fair—the Panama-Pacific Exposition. Another gate for ships had been opened at Panama, and all the world rejoiced. The nations met together at San Francisco to shake hands and to see the wonders.



Golden Gate Bridge CC4 Ryan J. Wilmot

Many years later, one of the world's great bridges was built across the Golden Gate. The Golden Gate Bridge crossed the Gate to connect San Francisco by highway to the towns north of the Golden Gate. Work on the bridge started in 1933 and was finished in 1937. Today ships sail underneath the Golden Gate Bridge as they go between the Pacific Ocean and San Francisco Bay.

The Golden Gate, ever since the day Juan Manuel opened it, has been making history. But God made the Golden Gate; in fact, He created the whole earth. And God is the One who truly makes history; it is His purpose that will stand (Proverbs 19:21; cf. Isaiah 14:24–27).

## Comprehension Questions

1. Who discovered the Golden Gate?
2. What is the name of the bridge that crossed over the Golden Gate from San Francisco to the towns north?

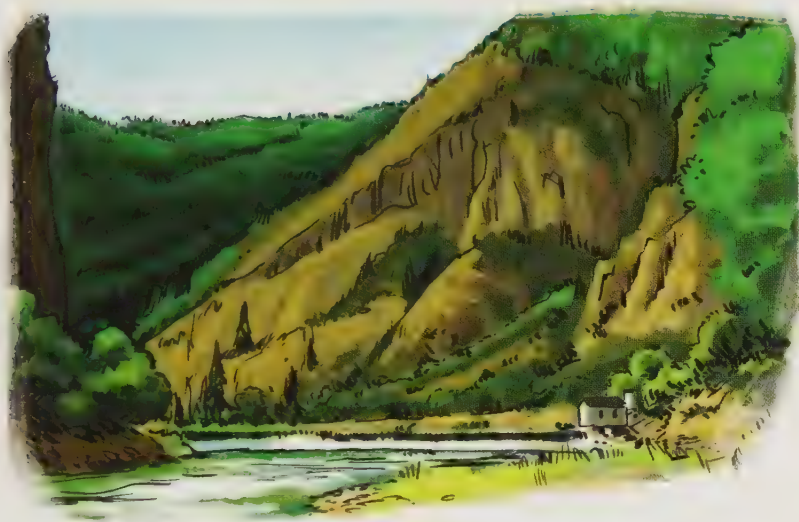
## Extension Activity

*Let us Build a Bridge:* Do you know you can build your own bridge using toothpicks or craft sticks? There are books and Internet sites that will teach you how. Use the encyclopedia, the Internet, or a book from the library to research how to build a toothpick bridge. Then buy some toothpicks or craft sticks and glue, and start building.





# The River That Runs Through a Mountain



I am sure that all of you have seen a river. I also think many of you have seen a mountain.

Do you not think it would be strange to see a river that runs through a mountain? Usually, creeks and rivers run around hills and mountains, but I am going to tell you about a river that flows right through a mountain.

This river is called the Gunnison River and is located in the state of Colorado. This river runs down a deep, dark canyon between two high mountain ranges. This **gorge** is so deep and dark that it is called the Black Canyon of the Gunnison. The mountains on both sides of this gorge are so high that the sunlight can hardly shine down into it. Because the canyon is so steep and rocky, and the river runs

so swiftly, the Indians used to be afraid of it. They said that nobody could pass through the Black Canyon and live.

It was a long time before anybody did pass through the Black Canyon. Finally, two brave young men found a way through it. How do you suppose they did it? Other men had tried to go through in boats, but the water was so swift and the rocks were so close that the boats were soon smashed. So these two young men did not go in boats. They climbed along on the rocks wherever they could do so, and whenever they came to a place where they could not hold on any longer they dropped into the cold, swift water and swam down the river till they could find a bank that was not so steep. Climbing and swimming, swimming and climbing, they went on day after day for miles and miles, till at last they got through.

Just across the mountain, not far from the Black Canyon, was a broad, level valley. It was a large area, and land was cheap; but nobody bought the land—nobody lived there. The valley had no water—it was a desert.

The Black Canyon, however, had plenty of water and some to spare, yet how could anybody get water into the desert from the Black Canyon? There was a high mountain between them.

In 1905, some other brave men went down into the Black Canyon with picks and shovels and rock drills and sledges, and they cut a big hole right through the mountain—right through the rocks. In the canyon they started digging even with the water; on the side of the desert they came out lower down, so the water would run through. It took four years to make the tunnel, but in 1909 the job was finally finished.

Then there was plenty of water in the desert. Now wheat and corn and grass and trees and flowers grow there. Many people live there, and they raise thousands of horses, cattle, hogs, and sheep. The whole valley is full of towns, villages, and farms, with orchards of peaches and apples. It is a beautiful valley. It does not get all of the water that flows down the Black Canyon, but it gets enough; for in the Black Canyon is plenty of water and some to spare. If you were to go into this valley today, you would not dream that it ever had been a desert. It is a beautiful valley now because the river runs through the mountain. The name of this tunnel is Gunnison Tunnel.

The river and the tunnel are both named after Captain John Williams Gunnison. He was a brave young man who helped to make the country a good land in which to live. He was first a schoolteacher; then he became a soldier and a **surveyor**. In 1853, he was sent into Colorado to mark out a good path for a railroad. Many Indians were then in the country, and one morning early, while he and his men were eating breakfast, the war-whoop was heard. As the young captain stepped to the door of the tent to tell the Indians that he was their friend, they fired their rifles and shot their arrows. Fifteen arrows struck him, and he fell dead; however, he will never be forgotten. In western Colorado his name is spoken every day, in Gunnison County, in Gunnison City, and all along the Gunnison River. As long as the water of the Gunnison River runs through Gunnison Tunnel, Captain Gunnison will be remembered.

## Vocabulary Words

**gorge:** a narrow, steep-walled canyon

**sledge:** a large, heavy hammer that is held with both hands; a sledgehammer

**surveyor:** a person who measures and examines an area of land

## Comprehension Questions

1. What was the name of the gorge the Indians thought no one could get through alive?
2. How did two men get through the gorge?
3. How did water get from the river to the desert?
4. After whom was the river and tunnel named?

## Extension Activity

**Research:** Do you know where to find Colorado on a map? Use an atlas, encyclopedia, Internet, or other source to find the United States of America on a map. Then look for the state of Colorado. Keep looking, and you can find the Black Canyon, Gunnison County, and the Gunnison River.

**Further Reading:** In 1853, Captain John W. Gunnison surveyed this area of Colorado for the transcontinental railroad route. Have you ever read about the transcontinental railroad? This railroad went across the United States from the Atlantic to the Pacific Ocean. Use the Internet (visit <<http://www.tcrr.com/>>) or go to your local library and see how many books you can find about the First Transcontinental Railroad in America. Find out about others who helped to build the railroads in America.

### Three Limerick Poems

*by Edward Lear*

There was an Old Man of the West,  
Who wore a pale plum-coloured vest;  
When they said, "Does it fit?"  
He replied, "Not a bit!"  
That uneasy Old Man of the West.

There was an Old Man with a beard,  
Who said, "It is just as I feared!—  
Two Owls and a Hen,  
Four Larks and a Wren,  
Have all built their nests in my beard!"

There was an Old Man in a tree,  
Who was horribly bored by a Bee;  
When they said, "Does it buzz?"  
He replied, "Yes, it does!"  
"It's a regular brute of a Bee!"

### Vocabulary Words

**Larks and a Wren:** small birds

**brute:** having animal like qualities; a beast

## Comprehension Questions

1. What did the man of the West wear?
2. Where did the Old Man say birds had built a nest?
3. What did the man say when asked if the bee did buzz?

## Extension Activity

*Write a Limerick Poem:* Using the *Student Exercises* booklet, write your own limerick poem.



# A Famous Tree

**T**he biggest and one of the oldest things alive is a tree. It stands in Sequoia National Park, California. It is a giant sequoia tree and looks like a very large pine tree. It is 275 feet high, and its **diameter** is thirty-six and a half feet. It is over two thousand years old. When Jesus was born, it was already almost two hundred years old, and it has been growing ever since. It is called the General Sherman Tree.

Other big trees near the General Sherman bear the names of Grant, Lincoln, and Washington.

All these trees are famous for their size and their age. In other parts of the world are trees that are famous in history. For example, in Boston, Massachusetts, is the Washington Elm. **Legend** has it that General Washington took command of the American army under that elm at the beginning of the War for Independence, in the year 1775. Another famous elm tree stood for many years in the city of Philadelphia. Under it, William Penn made his treaty of friendship with the Indians.

The tree that I am going to tell you about today stood long ago in the city of Hartford, Connecticut. It is known in the history of the United States as the Charter Oak.

This oak was about six feet in diameter, and there was a large hole in it about two feet above the ground. This hole was large enough to admit a small child. Now I will tell you why this oak was called the Charter Oak.

In the early days of our history the people of Hartford had a charter that they prized very highly. A charter is a law by which people govern themselves. But on one occasion the king sent to Hartford a man who said that he was going to take away the charter.

A meeting was held in the town hall. It lasted a long time—until after dark—and candles were lighted. When the meeting had continued awhile longer, and it looked as if the king's man was determined to have the charter, all at once the lights went out and the room became pitch dark.

When the candles were relighted, the charter was gone. But the king's man did not have it, and he did not get it, for he did not know where it was.

Only a few men knew where it was. They had hidden it in the hole in the big old oak. There the charter remained for about two years, and the people of Hartford did not have to surrender it. Ever since that time the old oak tree has been known as the Charter Oak.

The Charter Oak stood in Hartford until the year 1856. In August of that year a hard storm blew it down. At that time some persons examined it very carefully and came to the conclusion that its age was nearly one thousand years.

The state of Connecticut and the city of Hartford came to love this tree. Connecticut made the Charter Oak its state tree. In the city of Hartford today a white marble slab marks the spot where the famous Charter Oak stood, and the street that passes in front of the place is called Charter Oak Avenue.

## Vocabulary Words

**diameter:** a straight line from one side of a circle to the other side

**legend:** a popular story that is presented as history but may not actually be true

## Comprehension Questions

1. What type of tree is the General Sherman Tree, and where is it located?
2. How did the Charter Oak get its name?

## Extension Activity

**Research:** Sequoia National Park is in California. Use the encyclopedia, the Internet, or a book from the library to research the Sequoia National Park and find five facts about this national park.

For example, an interesting fact about Sequoia National Park is that at its entrance stands a hand-carved wooden sign, that looks like the face on the old Indian Head nickel. Do you remember that coins can teach us about history? Well, there was a coin called the Indian Head nickel. The park sign looks like that nickel.

Also, many believe that the giant trees that make this park famous may have been named after a Cherokee Indian, Sequoyah, who created an alphabet for his people. Now find five more facts about Sequoia National Park through your research. Write them in the *Student Exercises* booklet to complete this activity.

## Little by Little

by Anonymous

“Little by little,” an acorn said,  
As it slowly sank in its mossy bed,  
“I am improving every day,  
Hidden deep in the earth away.”

Little by little, each day it grew;  
Little by little, it sipped the dew;  
Downward it sent out a thread-like root;  
Up in the air sprung a tiny shoot.

Day after day, and year after year,  
Little by little the leaves appear;  
And the slender branches spread far and wide,  
Till the mighty oak is the forest’s pride.

### Vocabulary Words

**mossy:** a covering of plants

**pride:** proud of the achievement

### Comprehension Questions

1. What is the acorn doing every day in the earth?
2. Day after day and year after year, what appears?
3. The oak becomes whose pride?

### Extension Activity

*Oak Tree Facts:* Using the *Student Exercises* booklet, find out facts about the oak tree and acorns.

# The Boy and the Flag

One day a boy saw the American flag. It was waving over the schoolhouse. The boy stopped and began to talk to himself. He was thinking of his father and of the flag. His father had gone off to fight in France in 1918, wearing an army uniform, following the flag. He did not come back home until after the war ended on **Armistice Day**.

U.S. National Archive



Soldiers in the U.S. Army's 64th regiment celebrating Armistice Day

Before his father had gone to France, he had often talked to his son about the flag. So as the boy stood and watched the flag and talked to himself, he was thinking of what his father had often said to him. This is what the boy said to himself as he watched the flag:

“I believe that our flag has a voice and that it is calling to me. The red speaks for courage, the white speaks for clean-

ness, and the blue speaks for truth. They all speak for good citizenship.

“I believe that the good citizen is **square** in his dealings, honest in his work, and fair in his play. He pays his just taxes without grumbling and casts his vote without cheating. He tries to make the world beautiful instead of ugly, and the people happy rather than unhappy. He looks upon our flag without fear, he rests beneath it without shame; and, for the sake of God-given liberty, he dies under it without regret.

“But I believe that living for my country in time of peace is just as much my God-given duty as dying for her in time of war.

“I believe that my country should deal fairly and squarely with other countries, that it has the right to a square deal from them, and that the people of all lands should be friends.

“To know what is true, to do what is just in the sight of God, and to love what is beautiful—this, I believe, is to be a good citizen.

“This, I believe, is the message of our flag—its message to me.”

## Vocabulary Words

**Armistice Day:** the day World War I ended when the Germans agreed to stop fighting; occurred on November 11, 1918

**square:** fair

## Comprehension Questions

1. When did the war end?
2. What do the colors of the American flag speak for?



## Extension Activity

**Memorize:** Do you know “The Pledge of Allegiance” to the American flag? The word *pledge* means “to promise,” and the word *allegiance* means “loyalty.” So when you make this pledge of allegiance, you are promising to be loyal and faithful to your flag, or to your country for which the flag stands, or represents. That is called being patriotic or showing a love for your country.

If you do not know the words to this pledge, here are the words to memorize.

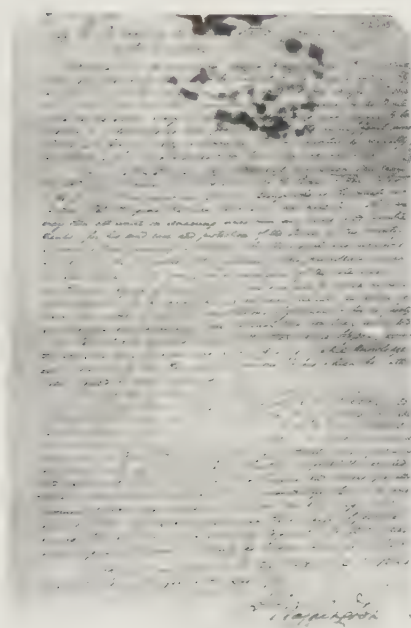
I pledge Allegiance to the flag  
of the United States of America  
and to the Republic for which it stands,  
one nation under God, indivisible,  
with Liberty and Justice for all.





# How Thanksgiving Grew

The first governor who said, "Let us have a thanksgiving," was William Bradford, at Plymouth. The first President who proclaimed a day of thanksgiving was George Washington, on October 3, 1789, in New York City.



George Washington's first Thanksgiving Day Proclamation from 1789

The custom of having a big Thanksgiving Day all over the country every year grew up gradually from having little thanksgiving days once in a while. You will learn how Thanksgiving Day grew.

The first governor to proclaim a thanksgiving was Governor Bradford, at Plymouth. The first thanksgiving at Plymouth was held in November 1621. In 1623 there was another thanksgiving at Plymouth because a good rain came when it was much needed.

At Salem, another town north of Plymouth, the people had a public thanksgiving in the summer of 1630 because some ships came and brought them food.

At Boston, in 1631, there was a thanksgiving in the month of February. A ship had come to Boston, bringing food and other supplies.

Plymouth, Salem, and Boston are all in Massachusetts. Massachusetts and five other states (Maine, New Hampshire, Vermont, Rhode Island, and Connecticut) make up what we call New England. In many towns of New England it soon became the custom to have a public thanksgiving every year.

During the American War for Independence (1775–1783) Congress every year asked the people to observe a day of prayer and thanksgiving. Then, soon after the war ended, General Washington was chosen as the first President; and he was the first one to proclaim a day of thanksgiving, as I have said, in 1789.

President Washington named Thursday, November 26, 1789, as a day of national thanksgiving. He urged the people to thank God for His blessings, ask Him to pardon their sins, pray to Him for strength to do all their duties, private and public, and to ask Him to make our national government a blessing to all.

I suppose that Thanksgiving was still observed in the towns of New England every year, but the Presidents for a long time did not issue a Thanksgiving proclamation every year. At some places, a thanksgiving day was kept, whether the President said so or not; and at other places, there was no thanksgiving, even when the President requested it.

During the Civil War, President Lincoln issued two Thanksgiving proclamations, one in 1863 and another the next year. Since then, Presidents appointed a thanksgiving day each year, although the day was not observed every-

where. However, in 1941, Congress passed a law making Thanksgiving a national, legal holiday.

Now, therefore, we have a real national Thanksgiving. Congress appointed the fourth Thursday in November to be Thanksgiving Day.

In every part of the United States, the people have come to look forward to Thanksgiving, from year to year, as a day that we cannot give up. It has grown from small beginnings in little towns to a great day for all the land. At first, Thanksgiving Day was a New England holiday; now it is a national holiday.

### Comprehension Questions

1. Who was the first governor to proclaim a day of thanksgiving?
2. Name two Presidents that made proclamations of thanksgiving.
3. What day did Congress appoint to be the legal Thanksgiving holiday?

## Extension Activity

*Write a letter:* Thanksgiving grew from a local holiday to a national holiday, and our giving of thanks should grow, too. The Bible says to give thanks in everything. How many people can you think of to thank for something they have done for you or for others? Write them a letter, or a note, or send them a card of thanks to show you appreciate them.

Think of more than one person so your “thanks giving” will grow, too, just like the holiday of Thanksgiving has grown. The people you might think of are parents, grandparents, cousins, neighbors, pastors, teachers, people in the military, and your friends. And always we are to give thanks to God, so conclude your writing by saying a prayer of thanks to God.

## Unit 5

# Remembering America's Presidents

## Washington's Birthday

**L**ong ago, in a big house beside a large river, lived a great man. His name was George Washington. Have you heard your fathers and mothers speak of him? Have you seen his picture? George Washington's picture is on some of our money; take a look at a one dollar bill and a quarter. His picture is even on the **Purple Heart** medal.



All over the United States today the people love the memory of George Washington. They love him because he was a good man and because he did so much to help our country. He was loved so much that America's capital city was named after him. Today, near the place where Washington lived, is the beautiful capital city named Washington, D.C.

Every year now, when the month of February comes around, we celebrate Washington's birthday. How many of you have a birthday in February? Washington was born on February 22, 1732, but we now celebrate his birthday every year on the third Monday in February.

I told you that Washington lived in a big house beside a large river. That was when he was a man. He was born in another house. The house in which he was born stood beside the same river, but it was not a large house. It had only four rooms and an attic. At each end was a huge chim-



ney. Inside were wide fireplaces. Imagine the children having lots of fun in the winter evenings, popping corn in those big fireplaces.

George's father had a long name—Augustine. His mother had a short name—Mary. Sadly, George's father died when George was only eleven years old, but one of his older brothers helped take care of him.

I do not know just when George learned to swim, but it was not long until he was a good swimmer. I judge that his father taught him to swim; or perhaps he was taught by one of his older brothers. He could also run fast, ride a horse, wrestle, and climb trees. He could outrun, outswim, outride, and outwrestle all the boys he played with, but they



all liked him because he was kind and played fairly. Young George always told the truth.

I suppose that George soon learned to catch fish in that large river. I am pretty certain that his brothers had a boat and, perhaps, used the boat when they went fishing.

When George was seven years old, his parents moved again. They went to live in another house.

This home was also beside a river. However, it was not the same large river he had seen at the other places. It was a much smaller river, but it had a longer name. The large river was the Potomac (Pə•tə•măk); the smaller one was the Rappahannock (Ră•pə•hăn •năk). These are both Native American names; and there were many Native Americans in the country when George Washington was a little boy.

## Vocabulary Word

**Purple Heart:** a medal given to members of the American armed forces who are wounded in battle

## Comprehension Questions

1. Why do people love George Washington so much?
2. When was George Washington born?
3. What were the names of Washington's parents?

## Extension Activity

**Crossword Puzzle Challenge:** After reading all the stories from this unit, test your memory by going to the end of the *Student Exercises* booklet to complete the crossword puzzle challenge.



# Hatchets and Cherries

**L**ong, long ago, somebody told a wonderful story about George Washington. No one knows whether or not it actually happened, but it is an interesting tale. The story goes like this:

When George was a little boy, his father gave him a small hatchet. Now you can imagine, George took his new hatchet everywhere, chopping into things just to see how sharp the hatchet was.

In his father's garden was a nice young cherry tree. George's father prized that cherry tree very highly. Yet, what do you think George did but go and hack into that nice cherry tree. He hacked it over and over again until the cherry tree died.

Of course, George's father was very upset. When he saw George with his hatchet, he asked, "George, do you know who killed that beautiful little cherry tree **yonder** in the garden?"

After the mischief was done, George was very sorry. Yet George was not one to tell any false stories. So he just told his father the whole truth. "I can't tell a lie, Pa; you know I can't tell a lie. I did hack it with my hatchet."

Now his father was very pleased. Of course, his father was not pleased because George hacked the cherry tree, but he was pleased that George told the honest truth about what happened.

Some people think that this story is not quite true, but we do know that Washington was a truthful boy, and he became a truthful man. In fact, Washington grew up to be a great man. Did you know he was the first President of the United States? Everybody loves to honor him.

This story about the hatchet and the cherry tree is also the reason we see so many cherries and little hatchets every year on Washington's birthday.

### **Vocabulary Words**

**hatchet:** a small ax with a short handle, designed to be used with one hand

**yonder:** an old word that means "over there"

### **Comprehension Questions**

1. How did George Washington kill the cherry tree?
2. What did George Washington do when his father asked him about the cherry tree?
3. What do you think is the most important lesson to learn from this story?

# Riding a Colt

**D**id any of you ever go riding on a horse? Horseback riding is a fine sport if you have a good horse and know how to ride.

Today people do not ride horses as much as they did long ago because they ride mostly in automobiles. However, when George Washington was a boy, nearly everybody rode on horseback.

Do you remember what day is George Washington's birthday? He was born on the twenty-second of February in the year 1732. George Washington was an interesting person, so I am going to tell you a little story about him.

The story I am going to tell you is not about Washington as a man, but it is about Washington as a boy.

When Washington was about thirteen years old, his mother had a very wild young horse. We call a very young horse a colt. Teaching colts to work and training them to be gentle is called "**breaking**" them. If colts are wild, this thing of breaking them can be a dangerous business.

Well, it is said that George wanted to break his mother's colt. It was very wild and fiery, but George wanted to get on its back.

George's mother was very strict. She said to him, "Do not try to ride that colt."

However, by some means, he placed a **bridle** on the colt. I do not know whether he put a saddle on him or not. Yet, all at once, he jumped on the colt's back.

That was enough to frighten any horse. It scared that colt nearly to death, and he began to run and kick, and it tried to get the boy off. Yet George held on tight. He was a good rider, like Robert E. Lee and some other famous men I have told you about.

In spite of all the running and jumping and kicking that colt could do, George held on.

All at once, the colt gave a big jump. Then it fell down and lay on the ground. After a while, it lay quite still. It was not “broken”—it was dead! It had jumped and kicked so hard that it had burst a blood vessel somewhere in its body, and it had bled to death.

Now you may be sure that George Washington was very sorry for what he had done. He felt just as bad as he could feel, and he was ashamed to look his mother in the face. However, he was no sneak. He walked home and told his mother what he had done.

She was very sorry that the colt was dead. She was still more sorry because George had not obeyed her, but she was glad that he did not tell a lie about what happened.

## Vocabulary Words

**breaking:** the act of getting on a horse for the first time; backing, mounting, or riding a horse for the first time

**bridle:** headgear used for guiding and controlling a horse; also carries a bit and reins

## Comprehension Questions

1. What is the word given to a very young horse?
2. On what day was George Washington born?
3. What happened when George tried to ride the colt?
4. Did George try to deceive his mother after he sinned?





# George Washington as a Schoolboy

With the woods full of Indians and with all sorts of hard work to do, there was little time to read books or go to school when George Washington was a boy. I doubt whether in all his life he ever saw a school for boys and girls. When he was a boy, many of the girls never learned to read or write; and the boys often did not learn much more than reading, writing, and arithmetic. At this time, most children went to school at home.

George's father was a rich man, but George did not have a chance to go to school much of the time. Sadly, when George was eleven years old his father died. That is one reason, I suppose, why he did not get to school more. However, he studied well while he was in school and learned more than some boys who went to school longer because he loved to study at home.

We know the names of two of his teachers. One was Mr. Hobby; the other was Mr. Williams. Mr. Hobby was his first teacher. He taught George to spell easy words and to write simple sentences. I imagine that George had a little slate and learned to write on it. Maybe he learned to write on a blackboard with a piece of white chalk, or maybe it was on a board with a piece of charcoal.

I suppose that Mr. Hobby wrote with a quill pen. Have you ever seen a quill pen? It is made of a big feather—often a turkey feather or a goose feather. In Washington's day people used quill pens instead of steel or plastic pens.

I do not know whether George learned to write with a quill pen while he was going to school with Mr. Hobby or not, but it was only a few years until he learned to write very neatly. He became a good penman and usually worked hard to write well. He tried to spell well, too; however, sometimes he made a spelling mistake.

While Washington was going to school with Mr. Williams, he learned to do difficult **sums** in arithmetic. He learned to measure land, to keep account of things he bought and sold, and to do many other things that were useful to him all his life.

About this time, he read a little book that he always remembered. It was a book that told boys and young men how to behave themselves and how to live well. It contained many good rules for young people. George thought so much of some of those rules that he copied 110 of these rules and read them over often. I am certain that those rules must have helped him to be a good boy and an honest, responsible man. When George grew up and became a great man, his teachers must have been very proud of him.

You may be sure that Washington never forgot Mr. Hobby and Mr. Williams. Yet he had another teacher that we must not forget. Who do you think it was? It was his mother. From her, he learned many of his best lessons. The greatest lesson that young George learned was to love God and to be kind to all creatures.

## Vocabulary Words

**slate:** a thin piece of rock used as a writing surface

**sums:** a series of numbers to be added up

## Comprehension Questions

1. Did George Washington get to go to school often?
2. How many rules did George Washington write down?
3. Who were George Washington's teachers?
4. What was the greatest lesson his mother taught him?



# Washington as a Surveyor

At Greenway Court, in the Valley of Virginia, not many miles from the Shenandoah River, stands a little stone house. It is called "The Office." It is very old, for it was built when George Washington was a young man. Washington was often in that little stone house because his good friend, Sir Thomas Fairfax, lived at Greenway Court.



When Washington was sixteen years old, Sir Thomas was nearly sixty; but they were still good friends. Sir Thomas had miles and miles of land out in the valley and in the mountains; he hired his young friend George to go out and explore it and measure it for him. Washington had a little

book in which he wrote down what he saw, what he did, and what he found out about the land. When he came back to Greenway Court, he and Sir Thomas would sit down in the little stone office and talk it all over. When people came to buy land, Sir Thomas would take them into the office and tell them what Washington had said about the land.

How would you like to go out and live in the woods? That is what Washington did when he was sixteen and seventeen years old. It took him two or three years to survey all of Sir Thomas's land. After a month or two in the forest, he would go back to Greenway Court and have a talk with Sir Thomas. Then he would take his gun, his compass, and his chain, get on his horse, and go back to the woods and the mountains again. Sometimes he would ride his horse through rivers and creeks. Sometimes he would ride through large open plains covered with grass, and there he might see herds of big black buffaloes. Deer were often seen. Wild turkeys were plentiful, and once in a while he would see a bear.

Part of the time, another young man traveled with him. His name was Fairfax. He was a nephew of Sir Thomas. I suppose that they had a few servants most of the time to help with the surveying.

Washington and his companions were often wet and cold. If they wanted meat for supper, they had to shoot a turkey or a deer. They cooked the meat by holding it on sticks over the fire. They did not have dishes to wash because, instead of plates, they used large chips of wood. When they wanted a drink of water, they perhaps bent down on a flat rock and drank out of a running stream.



Sometimes they found a hunter's camp and spent the night with him. Sometimes they came upon the rough log cabin of a settler and lodged there. However, even then they did not often have a bed to sleep in. They would lie down on the floor, before the open fire, and sleep the best they could.

Now and then, they met a group of Indians, but the Indians were usually friendly. One night, they stayed in an Indian camp and saw the Indians do a war dance. In their paint and feathers, waving their tomahawks, they danced and howled round and round a big campfire, while the young surveyors looked on in wonder.

Those two or three years in the woods surveying for Lord Fairfax were worth a great deal to Washington. In the first place, Sir Thomas paid him well; besides, he learned many things that were useful to him later. Years afterwards, when he had to fight the Indians and lead soldiers through the forest, he knew where he was and what he needed to keep his men safe.

At Greenway Court, he also had a chance to read some books that Sir Thomas had. Thus, he learned many things. I imagine, in the little stone office was a corner for his gun; another place for his compass and chain; and there were also a peg for his hat and a table for his pen and his book.

## Comprehension Questions

1. Who hired George Washington to survey his lands?
2. What did George Washington take with him when he went into the woods for surveying?
3. Where did George Washington go to report on his surveying trips?



# A House on a Mountain

I am going to tell you a story about a house on a mountain. It is a big house on a little mountain. The house is made of red bricks, and the mountain is made of red dirt.

For miles and miles, all around the little mountain, a great deal of the earth is red. When white horses go along the roads in a dusty time, they soon look red.

The mountain is called Monticello, which means “Little Mountain.” It is near the city of Charlottesville, in the state of Virginia. The big house on top of the mountain is also called Monticello. The house was built over 200 years ago by a famous man named Thomas Jefferson.

As a boy, Thomas played around the little mountain. When he became a man, he built the house on top of the mountain. First, he leveled off the top of the mountain, making a nice lawn of two or three acres. Then he built the house in the center of the level place.

The house has two fronts—one toward the north, the other toward the south. All around the house are beautiful trees, planted there many years ago. The sides of the mountain are still covered with forest, but here and there the trees have been cleared away to make a field or a garden.

A nice road leads up the mountain to the house. At the foot of the mountain, where the road starts up, is a big gate.

From the top of the little mountain one can look westward and see the town of Charlottesville, three miles away. When Mr. Jefferson was an old man, he would often sit at

Monticello and look toward Charlottesville. He would say to himself, "What a fine place that is for a school."

Mr. Jefferson kept on working until a large school was started at Charlottesville in 1819. The school buildings were built of red bricks and of white marble brought from Italy. They stand on the hill just west of the town.

Mr. Jefferson loved that school. He called it the child of his old age. Thousands of students attend that school every year. It is called the University of Virginia, and it has grown very much since Mr. Jefferson's day.

Mr. Jefferson died in the year 1826, and his grave was made on the little mountain, halfway up the road from the keeper's gate. The house on the top of the mountain has passed into other hands, but it is kept very much as the great man left it. Every year, hundreds of visitors go there to see where Jefferson lived.



Monticello: The house on the top of the mountain CCO

For eight years, Mr. Jefferson was the President of the United States. Long before that he wrote the Declaration of Independence. These are some of the things you will remember about him when you visit the house on top of the mountain.

### Comprehension Questions

1. What is the name of the house built by Mr. Jefferson?
2. What school did Mr. Jefferson help to start in Charlottesville?
3. What are two things you can remember about the life of Thomas Jefferson when he was a man?



# A Cabin in Kentucky

Several years ago a President of the United States went to the state of Kentucky to see a little log cabin. It was because another great President of the United States had been born in that cabin at Sinking Spring, Kentucky.

A cabin that looks like the original Lincoln home stands in Larue County, Kentucky. A fine building has been built around it to keep it safe and sound, and the Stars and Stripes wave above it every day.

The whole farm around it has been turned into a park; and, in order that people may visit the place whenever they wish, a good road has been constructed to it.

In the year 1916, the cabin, the fine house over it, and the park around it were given to the United States government, to be kept for all the people. President Woodrow Wilson went to Kentucky to receive this splendid gift.

In a little log cabin like it, Abraham Lincoln was born in the year 1809. At that time, the country was full of Indians. His grandfather had been killed by Indians not so many years before.

The Lincolns were poor, and Abraham as a boy had a hard time. He did not mind working hard, but he did mind being hungry and without books to read. He had only a few books, and about the only time he had to read them was at night. Then he did not have a good light for reading. Often he would have to sit on the floor in front of the open fireplace of the cabin and read as best he could by the flickering



blaze. It is a wonder that the smoke and the bad light did not destroy his eyes.

However, Lincoln kept on studying and working. On one occasion, he worked hard in a man's cornfield for three days to pay for a book.

When Lincoln was grown up, he became a lawyer. Then he was elected to Congress, and finally he became President of the United States. He made such a strong, wise President that all the nation now honors him. That is the reason why the people now are preserving a **replica** of the little cabin in which he was born; and that is the reason why thousands of persons will visit the Lincoln farm in Kentucky every year, just as they visit Mt. Vernon, the home of Washington.

Near the Lincoln cabin is a spring. The water comes out between ledges of limestone rocks. A good shade is cast over the spring by several fine trees that stand nearby. When Lincoln was a boy, he often drank at that spring, and I suppose that he often helped his mother carry water from it to the house, which stood not far away.

## Vocabulary Word

**replica:** a very close copy of something

## Comprehension Questions

1. Who lived in the little cabin in Kentucky?
2. During what year did the United States receive the donated cabin?
3. In what year was Abraham Lincoln born?
4. How did Lincoln read his books as a boy?

# A Boy's Boat Ride

Once there was a boy just as young as any of you, but when he was a man he was very tall—over six feet! He was a great man. He was President of the United States, and he did many things to make the people remember him.

His name was Abraham Lincoln. To help you remember him, I am going to tell you a story about Lincoln. I am going to tell you about a long boat ride that he once took on a large, deep river.

When Lincoln took this long boat ride, his home was in Spencer County, Indiana. He was almost a man. He was tall and strong and could do a man's work. With him was another young fellow named Allen Gentry.

Allen's father had a lot of bacon and produce that he wanted to sell, so Abe and Allen put it on a flatboat and took it down the Mississippi River to New Orleans.

A flatboat is a large boat, long enough to reach across the road, and wide enough to hold a load of hay. It is not very deep, and the sides are low. That is the reason it is called a flatboat.

Abe and Allen had a tent or some sort of roof over a part of their flatboat to keep off the rain and the hot sunshine. Abe stood at one end of the boat with a long oar. Allen stood at the other end, and they were off!

First they went down the Ohio River about 200 miles, till they came to the Mississippi River; then they went down the Mississippi till they came to the city of New Orleans.

Down the Mississippi River was a long, long way. If the river were straight, it would be 500 miles or more from the mouth of the Ohio River to New Orleans. However, the Mississippi is not straight—it is very crooked. Abe and Allen had to paddle down the “Father of Waters” about a thousand miles before they could sell their bacon. It was hard work, too; and you may be sure that Abe earned his eight dollars a month.

At night, the flatboat was tied up to the bank of the river, and the boys would sleep under their tent or roof. One night, while Abe and Allen were asleep, some robbers came on the boat. Allen woke up first. He listened a moment; then he cried out to Abe, “Bring the guns, Lincoln, and shoot them!”

The boys had no guns, but Allen was trying to frighten the robbers. Young Abe helped him. He picked up a big club and soon chased the robbers away.

When the boys first arrived at New Orleans, they hardly sold any bacon because they were looking at the city. Abe had never seen a city like that before, so you cannot blame him for keeping his eyes and his ears wide open.

After the bacon and other things were sold, Abe and Allen sold the flatboat, too. It was too far to take it back home. Besides, they had plenty of lumber at home to make another. When everything was sold, they took another look at the city. Then they got on a steamboat that was going up the Mississippi River and started for home. I suppose that the whole trip, down the river and back, lasted three or four months.

One day on this trip, Lincoln made a dollar in about half an hour. Two gentlemen wanted to get on a steamboat that

was going up the river. Lincoln borrowed a little boat, took the gentlemen and their trunks in it, and rowed them out to the steamer. When they were safely on board, each of them gave him fifty cents in silver.

He was very proud of that dollar. He had never earned one so quickly before. From that day on, the world seemed wider and fairer to him; and he made up his mind that he could do great things.

Lincoln never forgot that boat ride down the river, or what he saw in the city of New Orleans.

### Comprehension Questions

1. Why did Abraham Lincoln and Allen Gentry travel to New Orleans?
2. How did Lincoln and Gentry travel to New Orleans?
3. Name the big rivers on which Lincoln and Gentry traveled.



# Planting a Tree



Once a famous man went on a long, long journey. He went clear around the world! When he was about half-way around, he planted a tree. I am going to tell you about that tree.

However, you do not know who the famous man was, do you? I must tell you his name first.

His name was Ulysses S. Grant. Most people call him General Grant. He was a general, and he was also President of the United States for eight years.

It was after General Grant had been President that he made his long trip around the world. He was away three

years on that trip. Because he was such a famous man, everybody was glad to see him and wanted to shake hands with him. So it took him a long time to travel from place to place.

He went from place to place, from one country to another. When he was about halfway around the world, he came to a country called Japan.

The people of Japan love trees. They love cherry trees best; and they plant a great many cherry trees. In the spring of the year, all the cherry trees are white with **blossoms** and are very beautiful.

I do not know whether it was a cherry tree that President Grant planted in Japan, but he planted a tree of some kind to show his love for the Japanese people.

Every spring we have a day called Arbor Day. Arbor Day is Tree Day. On Arbor Day we plant trees.

Let us plant a tree whenever we can. Trees make the world beautiful; they make people happy.



There's a pretty tree,  
So far across the sea,  
Growing there,  
Strong and fair,  
Far across the sea.

Would you like to see  
How quick the General's tree  
Grows a **span**,  
In Japan,  
Far across the sea?

Let us plant a tree;  
'Twill grow for you and me  
In the sun,  
Like the one  
Far across the sea!

Let us go now and plant our tree; but do not forget the story about President Grant and the tree he planted on the other side of the world.

## Vocabulary Words

**blossoms:** the flower of a plant

**span:** the distance between the tip of the thumb and the tip of the little finger when the hand is fully extended

## Comprehension Questions

1. Who was the former President that gave a tree to Japan?
2. What trees do the people of Japan love the best?
3. What does Arbor Day mean?
4. What are people encouraged to do on Arbor Day?

## Extension Activity

**Crossword Puzzle Challenge:** Now that you have read all the stories from Unit 5, test your memory by going to the end of the *Student Exercises* booklet to complete the crossword puzzle challenge.

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"Little by Little," *The Little Orator, or Primary School Speaker*. New York: A.S. Barnes & Burr, 1863, page 40.















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